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ABSTRACT

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel develop individual and group counseling skills. It begins with a section that presents the module goal and a listing of the six competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

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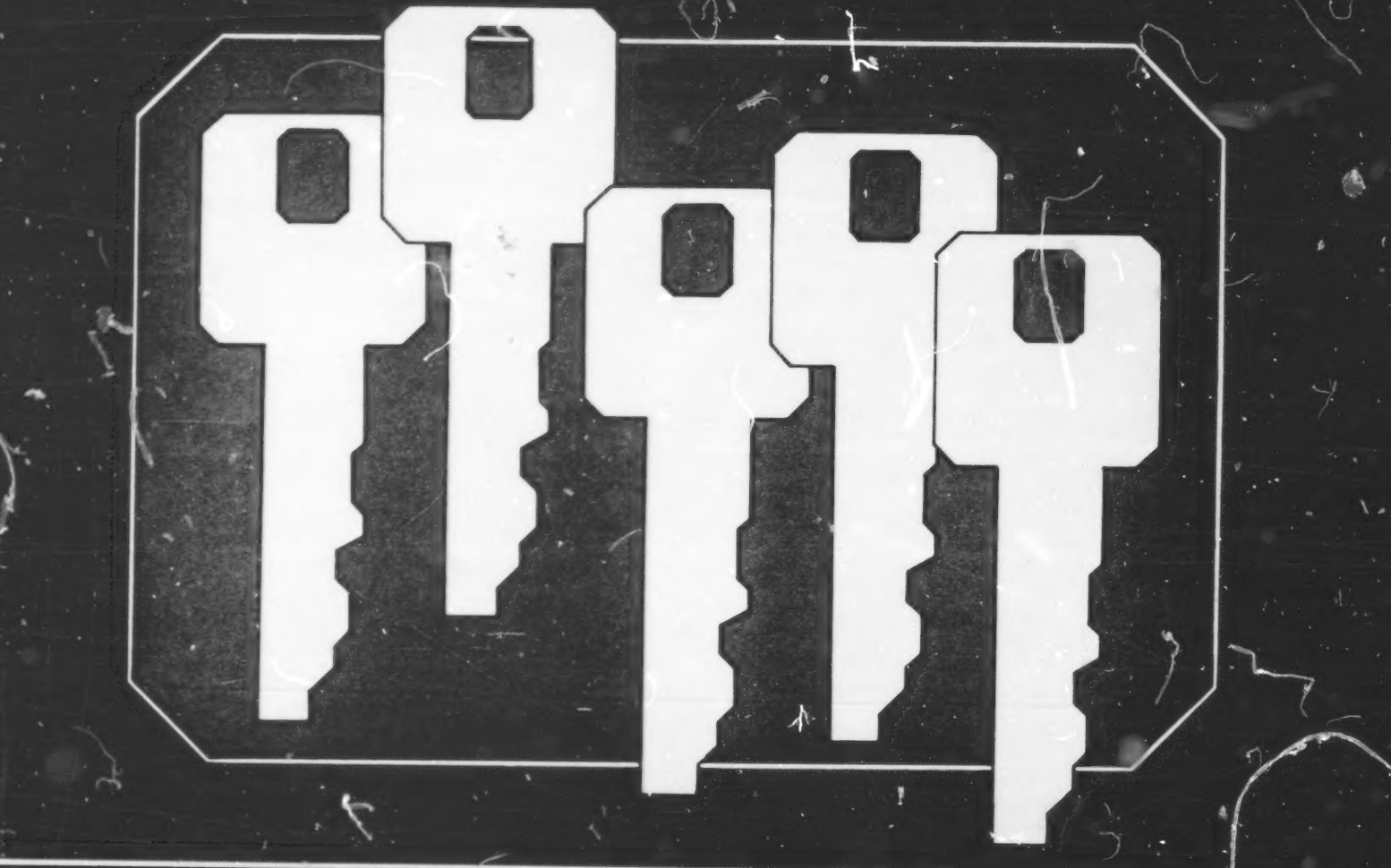

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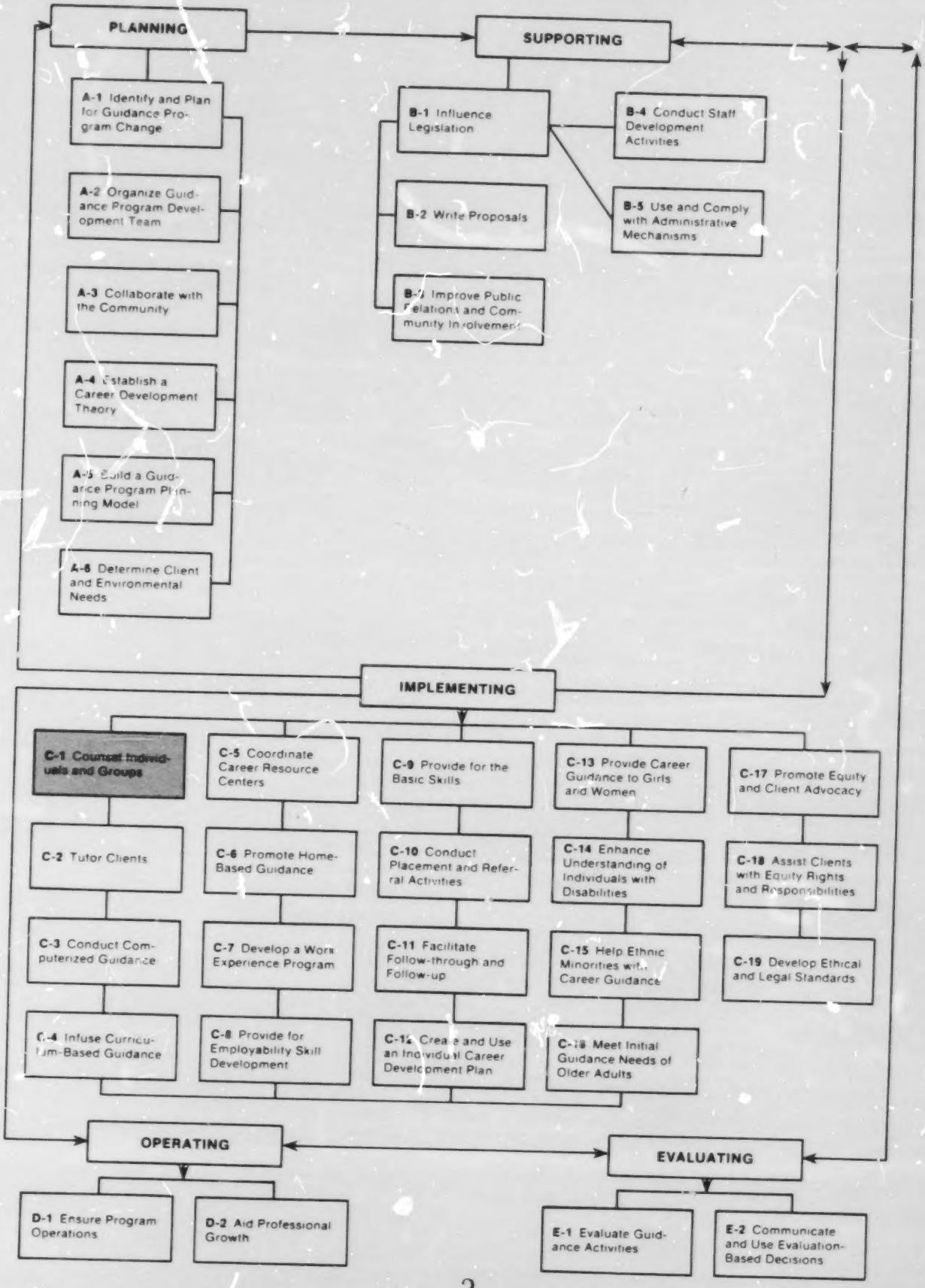
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A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
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EVALUATING
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E-2 Communicate and Use Evaluation-Based Decisions

Counsel Individuals and Groups

MODULE CG C-1

Module CG C-1 of Category C — Implementing
Competency-Based Career Guidance Modules

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
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- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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ABOUT THIS MODULE

COUNSEL INDIVIDUALS AND GROUPS

Goal

After completing this module, career guidance personnel will have gained skills necessary to ensure that individual and group counseling services are conducted for clients by others, and/or personally providing such services. Understanding these counseling techniques will ensure that clients have a greater opportunity for individual and group growth through the career development process.

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Competency 2. Apply recognized guidelines and criteria in forming different types of counseling groups, selecting participants, orienting them to the group, and conducting group sessions 11

Competency 3. Explain the appropriate uses, values, and limitations of individual and group counseling in meeting clients' career guidance needs and relate counseling to other services provided by the comprehensive career guidance program 12

Competency 4. Counsel clients using at appropriate times professionally accepted processes such as establishing rapport, building trust, setting goals, listening actively, and maintaining objectivity 14

Competency 5. Refer clients to other persons or services as needed based upon recognized personal and professional limitations as a counselor 28

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

What is career counseling and how does it relate to a career guidance program? When implementing a career guidance program, you engage in a number of activities that bring you into direct contact with your clients. One of these is career counseling. Career counseling (individual and group) is a process whereby people make decisions and plans. This includes enhancing self-awareness, career awareness, interpersonal relationships, decision making, education planning, job seeking, job keeping and progression skills.

The purpose of this module is to help you **define** your personal **approach to counseling** and how it relates to significant theories of individual and group counseling. In addition to your personal approach to counseling, the module will help you **experience** the **strengths and the limitations of individual and group counseling** in career guidance. **Guidelines for forming groups** will be presented as well as actual operating processes for you as a group leader. **Referring clients** to other sources of career guidance help will be discussed. This module also addresses your **evaluation** of your own performance and the performance of the client or the group in terms of both the counseling process and outcomes of the session. As you complete this module, remember that the competencies and learning experiences contained within it represent the most critical skills needed by you, but that they are not the only ones. This module will help you develop your individual and group counseling skills; however, it will take further effort on your part to perfect these skills.

The following is a set of definitions that might be useful to you when completing the module.

Client--individual with whom the helper is working on an individual or group basis in the career counseling process.

Climate--the feeling environment which includes all variables in the counseling relationship. Climate is extremely important in groups since so many people are involved in the situation.

Empathy--looking at the world from the view of the person you are working with in the counseling relationship.

Group Counseling--working with a small group of people (8 to 10) who voluntarily want to look at career guidance decisions as a body of people rather than as separate individuals.

Clarification Responses--being able to make statements as a counselor that will help your clients clear up their individual thinking in terms of making career decisions.

Linking--tying the comments of individual group members into the pattern of the group and helping the group to focus on important issues to be considered as a whole group.

Relating Personal Counseling Approach and Counseling

Competency 1

Define the major features (including a rationale) of personal approach to counseling, and describe how it relates to significant theories of individual and group counseling.

Reviewing your own set of values is extremely important before you work with others. You must be aware of your own values and how they could possibly encourage or interfere with the growth of the individual or group with whom you are working. The manner in which you approach life will more than likely affect your counseling. You need to examine your approach to relating with others and determine how this might be improved.

No matter what theory or combination of theories you decide upon, your counseling relationship with the client should be based on the following conditions:

1. **Acceptance**
2. **Empathy**
3. **Understanding or communication**
4. **Trust**
5. **Concern**
6. **Respect**
7. **Openness**

Many of these conditions are referenced under the client-centered approach and will be discussed later. Three major conditions will be presented here. **Empathy** is viewing the world as the other person sees it or viewing the situation from the other person's internal frame of reference. By being empathic you have a better understanding of the client's situation and a foundation for helping the client to understand self and options more clearly. Being empathic also requires you to express your understanding to the client. This normally occurs by verbalizing the feelings of the client after hearing the individual's concern. The skill of showing empathy can be attained only if you pay continual attention to other people and think about how they are feeling.

You need to have **respect** and **concern** for each client. Basically, respect and concern is valuing clients because they are human beings. How do you show a client respect? Rarely do counselors verbalize their respect for a client, but they communicate it through their actions toward and with the client. Respect can be shown toward the client through the following. By being "for" the client, the counselor shows concern about what happens to the client. Being available to the client whenever the individual has a need for help indicates concern. Supporting the uniqueness of an individual is another show of respect. Each individual has self-determination and personal resources, and recognizing this by helping the client work with personal resources is an indication of concern. By paying attention to the client, suspending critical judgment on the client's words and actions and by reinforcing the client's positive actions, you are indicating your respect.

The following is a description of some of the major counseling theories. While reading them, consider how your personal counseling approach is the same or different from each of them. Remember that you do not have to prescribe to one theory in total. Your own approach can be a combination of many.

Client-Centered Counseling

Carl Rogers, in his client-centered approach to counseling, uses the term "**unconditional positive regard for the client**" as the keystone of his theory. This says that you must be willing to accept clients as they are, without judgment or condem-

nation, in order to establish a working relationship. This relationship will be based upon a combination of acceptance and respect between you and the client. The philosophy of client-centered counseling is simple, and can be summarized in three beliefs, assumptions, or attitudes.

1. Each individual is a person of worth and therefore is to be respected and valued as such.

2. Each individual is capable of assuming responsibility for self. A person can, and will, under appropriate conditions, make the best or right decision or choices.

3. Each individual has the right to self-direction, to choose or select personal own values and goals, and to make own decisions.

As previously mentioned, acceptance of the individual has been called the keystone of the client-centered counseling approach. Furthermore, you must allow individuals to be responsible for their actions. This is extremely important since neither you nor anyone else can assume responsibility for or control of the client's career decisions. An example of this assumption would be the career guidance personnel helping a client discover aptitudes through the administration of vocational interest surveys, aptitude batteries, and other vocational measures. By combining these measures with personal interests and scholastic grades, the information for the client points towards a technical career such as an auto mechanic. Parents desire that the client attend a four year college for a liberal arts degree. The decision of what to do must rest with the client when weighing the variables that are to be considered in the career decision-making process. The counselor can help facilitate the weighing of the variables in this process, but the final determination belongs to the client.

Decision-Making Theory

Many career development theorists emphasize the concept of decision making. Some of the specific helper behaviors that assist the client in the decision-making process are listed below:

1. Encouraging the client to **take responsibility for self** and to have faith in the future.

2. Encouraging the client to **expand the range of options** and to look at new possibilities.

3. Helping the client to **interpret, synthesize, and apply information** to the decision-making task, and to arrive at own decisions.

The helper assists clients in identifying the available options, pulling together information, understanding the information, and applying it to their own lives so an appropriate career decision can be made.

George Gelatt's Frame of Reference is one career decision-making strategy. The acronym **DECIDE** is used for this process. **D**ata, **E**valuation and **C**ounseling, **I**n **D**ecision-making **E**ffectiveness. Realizing that the client must make a decision, the helper is responsible for aiding the client in obtaining all available information or data about the options. This stage is brought out in the following example. A ninth grade girl is trying to decide between pursuing an office practice course of studies and majoring in business at a four year university. The helper would assist the girl in identifying and obtaining all the information she can about the options she is currently considering as career choices. Information that must be obtained in this case would include academic interests, test scores, aptitudes, personal hobbies, and other individual data. Occupational information from sources such as occupational briefs would be gathered. By combining these sources of information with data about the current school experiences, the helper is in a position to facilitate the review of the available options. The client then needs to think through all options and consider the possible courses of action or alternatives.

Once the courses of action have been identified, the client will determine the possible consequences of each alternative examined and the personal desirability of each consequence. Counseling at this point aids the client in clarifying values. The helper may have to sort out the client's values in relation to the values of other important people in their environment such as peers or parents. The client will assign priorities to these different values so that there will be a frame of reference when making the decision. The client is then in a position to make a choice. In the example of the ninth grade girl attempting to decide between a course of study in office practice or taking a college preparatory course of study, her decision may be to take a few more classes in each area before making a final decision. This tentative decision allows her the opportunity to gain more information, more practical experience, and more educational understanding from which to make later decisions.

Decisions tend to be cyclical in nature so that one decision causes further evaluation and review of the present situation which leads to other options, possibilities, and results being considered by the client. This provides the opportunity for the helper to become involved in aiding the client to realize that the decision is either investigatory or terminal in nature. This model emphasizes the client's ability to make a decision in the pursuit of a career pattern.

Behavioral Counseling

The behavioral counseling viewpoint is that counseling is a **planned professional event** where two or more individuals enter into an agreement to solve a defined problem. At least three assumptions are recognized in behavioral counseling approaches. The first is that **behavior is a function of its consequences**. This assumption implies that behavior can be changed by changing the consequences of the behavior. Also implied is that continuing behavior has some "payoff" for the individual or it would not be repeated. A second assumption is that client **difficulties can be conceptualized as problems in learning**. These learning problems could be related to failure to learn approximate responses, the learning of inappropriate behavior, or the failure to discriminate among situations that require different responses. The third assumption involves the goals of counseling. The client's learning in the counseling process are the **goals or the counseling**. They are to be referenced and evaluated in terms of observable behavior. Behavioral counseling is viewed as a learning situation where the helper teaches the client different behaviors through the use of such techniques as modeling, reinforcement, and simulation activities. When a client is not aware of the appropriate behavior, the helper must arrange for the client to observe models of the desired behavior. Modeling may be provided through audiotapes, videotapes, and written material in addition to human resources. Reinforcement is a technique which is used to strengthen a desirable or appropriate behavior. At the beginning of behavior change behavior that is along the lines of being appropriate can be reinforced, but as the behavior modification process continues reinforcement is provided for specific responses. A simulated experience gives the client practice with specific behaviors without going through the actual situation.

If a behavioral counselor were assisting a client to reach a decision, the following steps would be used:

1. Defining the problem and the client's goals
2. Agreeing mutually to achieving counseling goals
3. Generating alternative problem solutions
4. Collecting information about the alternatives
5. Examining the consequences of the alternatives
6. Revaluing goals, alternatives, and consequences
7. Making the decision or tentatively selecting an alternative contingent upon new developments and new options
8. Generalizing the decision-making process to new problems

The behavioral counseling approach puts a strong emphasis upon teaching decision-making skills (behavior) to the client. This model also places emphasis upon the client dealing with here and now situations rather than understanding actions in the past and the implications of these actions in the present environment. A behavioral counselor will address current behavior to attempt to prevent problems that are currently taking place. By engaging in forethoughtful planning and problem solving around current issues, the client will be able to assume an active posture toward career guidance decisions.

Group Counseling

Up to this point, the discussion has centered on individual counseling. As career guidance personnel, you may decide that it would be more beneficial to work with clients in a group. An **advantage** that a group offers is that the client has more **opportunities for feedback** from a variety of people in the group setting. Feedback provided by seven other group members adds to the personal insights that the client will have. In addition to the feedback, the group setting allows for **group learning strategies** such as simulation activities, games, and films. After these types of learning situations, you can lead the group in a

discussion of the experience that has taken place. An example would be if you were working as a career guidance counselor in a JTPA office and the members of the group wanted to find out more information about possible careers. You might ask members of the group to make appointments with workers in the various occupations about which clients are interested in learning more. Before the actual interview, members of the group could brainstorm approaches and questions tht would be asked of the workers. From this brainstorming session the group, with assistance from the counselor, could develop a list of interview questions to be asked by the group members. Strategies for handling the interview as well as possible blocking forces that might be encountered during the interview could be discussed in the group. The group situation thus becomes reflective of the learning that will take place in the real environment of the group members. This is an additional advantage of the group guidance approach over individual counseling. Another advantage of the group setting is that it offers an opportunity for a **supportive climate** where individual defenses can be lowered so that feelings can be revealed and explored among peers.

In group counseling, you need many skills similar to those necessary for working with clients on an individual basis. In addition, you need to be able to attend to the needs of several people at one time while promoting interaction among these group members. In the group approach, an important task is to set the climate of the group. Group climate is important since it establishes the tone for the group meetings. Without mutual respect, care, and concern for each member of the group, it will be impossible to help each person achieve growth and fulfillment as a group member.

One empahsis in group counseling is **group process**. The term process refers to the **structure of the group and how it is able to operate**. Some groups may be able to take informal polling of their needs at the beginning of the session and start the process at that point. Other groups may want to reserve the last 10 minutes of the meeting to plan for the next gathering of the group. Some groups may have explicit rules known as ground rules while other groups may operate with very little structure. The important thing to remember is that the group needs to work together for the benefit of all its members. The leader must help the group to grow and develop by using such counseling skills as listening, clarification, reflection, interpretation, linking, and summarization to move the group along in its development.

Listening is emphasized since you must listen in an active, interested, and concerned manner to further the understanding of what group members are saying. Active listening places further emphasis on the concept of **empathy** or understanding from the other person's frame of reference. Understanding can be checked out by reflecting back to the speaker's thoughts to be certain that they have been clearly understood. **Reflecting** is basically saying in your own words what you think the other person is feeling. This type of listening puts other people's thoughts and feelings ahead of your own and provides the possibility for change taking place in yourself as well as the other group members. By using this active and intent listening approach, you will be helping to create a climate where group members feel more comfortable to present their own views as well as listen intently to provide feedback to other members of the group.

The group leader also will assist in **creating an atmosphere** that is nonthreatening, nonevaluative, and nonrejecting in nature. This atmosphere can be facilitated by the leader responding to the group in a manner which avoids attempting to change the group, providing interpretations, and giving meaning for the group. The leader should avoid providing information in a dogmatic manner since this type of sharing would be considered authoritarian as opposed to encouraging growth based upon individual and collective participation of the group members.

One other aspect of group process that needs to be emphasized is the **linking** function. This term refers to the role of linking the separate comments from individuals into the main flow of thought and communication that is taking place in the group. The leader is aiding members to become more aware of the total perceptual field which they have not been able to see up to this point due to their own perceptual viewpoints. By helping the individuals in the group move beyond their own perceptions, the leader will create a more positive environment or climate for the group to function and for the individuals to grow while they continue their career development.

Can the meaning of being a group be easily and quickly stated? Mary Pat was able to describe her experience in a group in a single phrase. "Faith--the strength to do." Mary Pat extended her summation with the following final comments:

Faith--the strength to do.
Where do we get it?
From others.
Where do they get it?
From others.

Research reports vary as to the factors that must be present for successful individual and group counseling to occur. It is hoped that this section of the module has given you some ideas for exploring and identifying your own approach to counseling.

Applying Guidelines to Form Groups

Competency 2

Apply recognized guidelines and criteria in forming different types of counseling groups, selecting participants, orienting them to the group, and conducting group sessions.

When conducting group counseling sessions, you need to consider certain guidelines and criteria. Essential steps or **phases for the group career counseling process** that might be of assistance in forming a group are discussed below.

1. **Recruit participants** by using group presentations, bulletin board displays, and other information devices to make clients aware of the group and its purpose.

2. **Interview potential participants** to help them understand the purposes of the group and what role each individual member would play in the group. At this point individuals who could not function in a group should be screened out.

3. **Select a heterogeneous group** of 8 to 10 people which reflects a representative racial and sexual mixture in the group, unless the group is being formed to help a special population. Various group members will be able to serve as resources to the total group and the leader.

4. **Starting the group** can be accomplished by having the members who do not know each other very well **interview each other** and then introduce the other person to the entire group. Also at this time you may want to establish any ground rules that the group deems necessary in order to function as a group.

5. You could present a **decision-making orientation** to the group next. After allowing participants time to explain their decision-making processes, explain that to make an effective decision, one needs to identify options, gather information, and study the consequences. To present an example of this approach you could introduce a hypothetical character, such as a veteran, who has been recently discharged from the Air Force with service training in the field of electronics repair. With this example, the group could explore the options and the information that is currently available to the veteran. Possible consequences along with probable outcomes could be weighed by the group according to the values of each group member. By using an example outside the group, you have provided a safe figure to which the members of the group can attach personal values and help reach decisions based upon the information available to them. These decisions can be shared in the group setting for feedback from other members of the group which should provide further stimulus for interaction in the group.

6. You, as the group leader, can help members **discover** their **purposes for participating in the group**. By getting members to share with each other, the group will be well on its way to establishing an honest and supportive climate for the group members to explore their career decisions.

7. **Provide information to the clients in a personal folder.** Information contained in this folder should be previously collected information such as the cumulative record, verbal

description of test scores, and other inventories. The Ohio Vocational Interest Survey, Kuder C, Strong Vocational Interest Battery and the Differential Aptitude Test, College Board or American College Testing could be included if the client has taken these instruments. Analyzing this personal folder is a further step in self-understanding based upon objective data. Mixing this objective data with group support and understanding should provide further opportunities for self-development in the career decision-making process. It would be important for you as the group leader to remember that participants in the group should not be under pressure to reveal anything they feel comfortable sharing with the group.

8. The model **focuses on expanding the thinking of group members** so that they consider a wider range of options before making their final decisions. The group leader may be able to assist the clients in conducting mock employer interviews, by obtaining resource persons to talk to the group, conducting field trips to a variety of work sites on individual or group basis, and providing reports to the groups on various career systems to broaden the horizons of the group members. An example of this expansion process in action is the Experience-Based Career Education Project at Joliet Township High School, Joliet, Illinois. The broad goal of this program is to turn on to learning from every situation and human contact that takes place in their lives. This program puts junior and senior high school students out in the community to get a perspective about careers and work through a personal interaction. The student spends time broadening his/her options while earning high school credit. It means, basically, career exploration and investigation to help the client become aware of the wide range of career choices in our society. Hopefully, this same expansion of options with different techniques can be accomplished in your group.

9. Preferred options are expressed by the group members as career possibilities and probabilities. This provides an opportunity for the individual group members to **give feedback to each other** as they present their preferred options. Your role as a group leader will be to keep the feedback on a constructive level rather than destructive and detrimental to individual members. This process will probably take place over several sessions with members of the group reaching a tentative decision by the end of this step.

10. **Implementation of the decisions** by the group members would be the final step in this model along with internal evaluation of the group process. This feedback will provide an opportunity for needed input to you as a group leader as well as provide further feedback to the individual members of the group on their career decisions.

Group counseling provides a tool to help people with career guidance decisions and necessitates more facilitative skills than the individual counseling model. The environment is larger in a group counseling setting with many more variables which require facilitation.

Values and Limitations of Counseling

Competency 3

Explain the appropriate uses, values, and limitations of individual and group counseling in meeting clients' career guidance needs and relate counseling to other services provided by the comprehensive career guidance program.

Counseling provides an opportunity to work directly with individuals on their career development. The **greatest value** in counseling is this **opportunity to work on a personal basis** with the individual. Even though it is impossible to project what types of growth will take place in clients,

expansion of personal and group horizons is another extremely important element of the counseling process. Another is the process of **teaching people how to make decisions** for themselves. If you can help counselees to obtain no other skill in the counseling process, you still will have provided the greatest service possible to them.

Most of the research studies conducted in the development of counseling have dealt with volunteers at the secondary school level. Many people will not volunteer clients for counseling because they asscciate the counseling with therapy or their personal inadequacy. Asking for help contradicts the American tradition of strong individuals who are capable of solving their own problems. The fact that some individuals are not comfortable with counseling per se may cause you to consider alternative means of providing assistance.

Another **limiting factor** is that both you and the client enter into the relationship with **backgrounds of personal experiences and values** that will influence the counseling process. **Different ethnic, racial, and sexual orientations** will influence the perceptions of you and the client. It takes time and hard work to clear many of these communication barriers through the counseling process. In certain situations personal characteristics of the individual and group participants will make it impossible for you to establish a good relationship no matter how hard you try.

Time is a limiting factor. In this process you might only have a few weeks or months to work with one individual. However, some individuals will require more concentrated time with you than others and it may be very difficult to blend all of your responsibilities into the time available. This time factor will put limits on how far you will be able to take a client in the exploration of career development. Wise use of your time is the only practical solution to a very difficult problem. Group work may allow you to accomplish some activities that have previously been completed through individual conference. It will take your personal initiative and imagination to develop means to stretch the time available to you in your counseling role.

Another limitation facing you as a career guidance helper is the **vast amount of career information and resources available** on the market today. Information regarding careers and occupations is expanding at a terrific rate. The best any one individual can do is have a method to access the current information. This is where it becomes extremely important for you to be able to make appropriate referrals to resources that will help individuals and groups in the career development process. It places a continued learning responsibility upon you to keep up with the variety of resources available to your clients.

In addition to the fact that information about careers is mushrooming at an increasing rate, many of the occupational titles do not accurately reflect the actual requirements of the job. This is where actual workers in an industry can best serve clients. Along with interviews, field trips to businesses will create clearer perceptions of the actual work setting. Using every idea and resource to help the client clearly understand what an occupation entails is the responsibility of career guidance personnel.

A further limitation in the career counseling process is that **you will not have had direct experience with many of the occupational choices** that clients are considering. It will be hard to relate to these opportunities without some personal experience or the sharing of experiences by the individual client or group members. Counseling groups will allow you to draw on the individual learnings of group members to expand the horizons of everybody in the group. It will be extremely important for you to expand your knowledge base as well as to challenge the clients you are working with to do the same type of personal growing.

You must recognize that counseling is one strategy available to meet the career development needs of clients. Other tools that can be used are career guidance instructional approaches, computer-assisted techniques, individual client exploration, other personnel within the agency, and outside resources and community-based resources in the various occupations. Counseling is only one means of helping clients with career decisions and you as the helper must constantly keep this in mind. There possibly may be a better way to help the client reach personal career goals, and you need to help the client become aware of all available resources.

Professionally Accepted Counseling Practices

Competency 4 — **Counsel clients using at appropriate times professionally accepted processes such as establishing rapport, building trust, setting goals, listening actively, and maintaining objectivity.**

All career counseling practices are effective if you are able to successfully communicate with the client. The following is a description of communication responses and other aspects of a counseling interview. This information was obtained from *Career Counseling in the Rural School* by John D. Hartz and Susan J. Kosmo.

Counseling interviews usually have a time framework superimposed on them by agency constraints. In other words, they must set the duration of counseling interviews to fit within appropriate time limits. Fifty minutes normally is the longest time period advisable for an interview.

The Counseling Interview

The interview is a multipurpose technique which, like other program practices, is designed to promote individual development. It can be used to introduce, to inform, to assess, to evaluate, or to fact find, or it can be used as a vehicle to change or modify behavior. Program and individual needs dictate its form.

The counseling most commonly used is the interview, and no procedure has more potential value when properly used. The interview can be regarded as a conversation between two people in which one is assisting the other. It is different from ordinary conversation since it is purposive in nature. Its purpose should be clearly recognized by both the helper and the client.

Rapport or Relationship and the Interview. Rapport between the helper and the client is critical to the success of the counseling interview process. This is true no matter what the immediate purpose of the interview might be. Rapport or "relationship" has been subjected to extensive study and research. In order for a relationship to develop, the client must perceive the helper as possessing certain qualities. First of all, the helper's interest toward the client must be seen as **genuine or sincere**. Secondly, the helper has to be viewed as being both an **able technician and a competent person**. These usually include: warmth, genuineness, positive regard, and empathy. The helper has to be seen as warmly accepting the client, as being open, and as being able to perceive things from the client's frame of reference. Usually discussion of means to develop this kind of relationship revolves around the counseling interview and what verbal and nonverbal responses and leads a helper should employ to accomplish this end.

Verbal Communication Skills. Certain **response modes and leads** are particularly effective in each stage of the counseling process. Some encourage the client to talk and explore feelings. Other responses suggest an awareness that the helper is concerned and listening. In other words, some types of responses are most effective in rapport building, others in focusing, and still others in problem solving or task resolution. The helper skilled in these techniques can adapt them to meet the contingencies of the situation. The selected use of lead and response techniques provides the means to ensure that verbal behavior during the interview is consistent with its overall purpose.

Described below are categories of response and lead techniques. Each technique is accompanied with a description of the "usual" or "typical" impact this technique can be expected to have on the client. Because a response technique can be used for more than one purpose and because the same purpose can be achieved in several ways, some responses are repeated in several categories.

In presenting these techniques, no theoretical stance regarding which are best is assumed. The correctness of a response or lead is contingent upon its appropriateness to the purpose for which it is used. Following the description of each

lead or response is an example of its use and its expected impact.

Talk Encouragement. Frequently it is the desire of the helper to get the client to take responsibility for the topic of discussion or to say more about a topic. Responses which typically facilitate these results include--

1. acceptance,
2. clarification,
3. reflection,
4. restatement, and
5. silence.

These response techniques are particularly useful early in the counseling interview process because typically the client does not say enough to give an adequate picture of the concerns.

1. **Acceptance**

This is a nondirective technique by which the helper indicates interest in and accepting of what the client is saying without interrupting the individual's train of thought or speech. This technique involves both the provision of nonverbal and verbal cues by which the helper tries to encourage the client to continue. Verbal cues include a brief yes, uh-huh, I see, go on, and?, then? Nonverbal cues include nodding, appropriate facial reactions, eye contact, and gestures which beckon.

For example: Client: Was I every angry at my friend last night!

Helper: Uh-huh

2. **Clarification**

With this type of response helpers verbalize what they think clients trying to say in an effort to clarify or simplify, or provide focus to the clients' communication. There are several types of clarification which have multiple purposes.

a. clarification of affect

b. clarification-cognitive

c. clarification-semantic

d. summary clarification

All the above are effective in relationship building and all except summary clarification are talk encouraging.

a. **Clarification of affect**

With this technique the helper focuses on the affective dimensions of what the client has said. Generally, it has the impact of reinforcing discussions of emotions clarified.

g. Tuesday I blew my stack at mom and . . . Yesterday in Math, Mr. Jones really got to me . . . Last night Jane and I got into it again.

h. These last few days you've blown your top at a lot of people you care about, and from what you seem to be saying, you'd like to talk about this anger.

b. **Clarification-cognitive**

Through this the helper focuses on the cognitive or factual aspects of what the client has said. The helper reinforces and thereby encourages discussion of factual matters. This technique is often used when it does not seem appropriate to talk about underlying emotions.

c. Wow, I went to the dance and . . . I'm getting into the top sorority in school . . . My grades are fine . . .

h. (The helper knows from the client's past history that she has not had much social or academic success in the past but believes she is not yet ready to talk about her feelings about this success.) You've been very busy lately.

c. **Clarification-semantic**

Through this technique the helper tries to ensure understanding the client's message. This procedure is usually employed when there is a language gap between the two associated with some

subcultural group of which the counselor is not a member.

c. This dude lays a heavy rap on me and my bird takes off.

h. You and your friend got into a discussion so your girlfriend left.

d. **Summary clarification**

This technique is used when it appears to the helper that a topic has been sufficiently covered. The helper organizes the essence of what the client has said. The usual result is closure on that topic if it adequately covers the client's concerns.

c. . . . I guess that's about it.

h. O.K. so all of these problems at home and at school have been what has led you to decide to drop out of school and get a job.

3. **Reflection**

Reflection is discussed in detail under the heading of exploratory responses. Reflection is a technique that serves several purposes. It is talk encouraging and also leads the client to explore personal feelings and behavior. In using this response the helper attempts to mirror the feelings of the client.

c. From the first day of school this year, I've been having trouble with math. I've never had trouble with it before. In fact I've always liked math. Mr. Holmes doesn't help the situation. He's always calling on me in class and making me feel like an idiot.

h. You're frustrated.

c. Nothing I do in his class seems to turn out right.

4. **Restatement**

This is a technique which essentially involves mirroring the verbal expression of the client by restating what has just been said. Done attentively and in an accepting way, this encourages the client to continue in the same vein.

c. I don't know what job to take.

h. You don't know which to take.

5. **Silence**

In our culture, silence is an unexpected response during a verbal encounter. The silent "partner" puts pressure on the other to continue speaking. In counseling it can be used appropriately to encourage talk if the helper silently demonstrates attention, acceptance, and the expectation that the client should continue.

c. I really, I mean really was upset last night.

h. _____

General Leads. General leads are statements or questions the helper uses in order to **get the client started** or to get helper to address a different aspect of concern. In this manner, general leads serve to suggest a possible topic or introduce a new topic which the helper believes to be relevant. Frequently, general leads follow a summary clarification. For example:

c. Yea, I guess what you say pretty well sums it up.

h. O.K. then, how about things at home.

Generally, if the helpers want the clients to begin from their own frames of reference, the broader the lead the better. In the example given, by asking how are things at home, the client is provided the opportunity to discuss anything of concern regarding the home situation. If the helper had wanted to know about the client's relationship with family members then the lead should have more closely focused on that issue.

Exploratory Responses. Exploratory responses involve that group of responses which the helper employs to get the client to take a closer look at self and perhaps explore feelings and ideas in more depth than the client otherwise would. Exploratory responses include--

1. reflection,

2. selective reflection,

3. probing.

4. diagnosis,

5. misinterpretation,

6. incomplete statement,

7. projection, and

8. interpretation.

1. **Reflection**

Reflection is a nondirective procedure through which the helper attempts to mirror verbally the underlying feelings communicated by the client. This does not include interpretation but merely verbalization of feelings not directly stated by the client. Ordinarily, if done in a nonthreatening manner, the reflection of underlying feeling leaves the client with the belief that the helper is both really listening and really understanding. Usually, the client continues to explore these feelings more fully. This is a particularly powerful technique for assisting the client in gaining self-understanding and for building a relationship between the helper and the client.

c. I think about going out on dates a lot and in study hall I sit next to Mary and we talk a lot, sometimes walk together down the halls but I've never quite gotten around to asking her to go anywhere or anyone else for that matter.

h. You seem to be a little afraid.

2. **Selective Reflection and Selective Restatement**

These are techniques that can be used to get the client to elaborate on a specific feeling or topic. The helper selects a particular topic or attitude from a group of topics or feelings expressed by the client and verbalizes a selected singular element. This selected emphasis stimulates further discussion of that particular aspect of the problem or concern. The approach is useful for encouraging the client to discuss those aspects of a problem which the helper believes are most in need of further discussion or clarification. In this approach, the helper actually manipulates the topic under discussion without the client's awareness.

c. Oh, a lot of things have been happening lately. My girlfriend is mad at me--things are really a bummer at home, but I've been studying really hard and so far have been getting super grades.

h. (The helper, being aware that this young man's response to interpersonal troubles is to throw himself into his studies, chooses to reflect what he thinks is the major concern.) You're having trouble getting along with those people you care most about.

3. **Probing**

Probing is a directive technique. It involves asking a series of direct questions. This is usually done for the purpose of aiding the helper get more information about the client's particular problem or concern. Extensive use of this technique, particularly early in the counseling interaction, tends to build the interview around the helper's questions and the client's answers. In other words, it places responsibility for the direction of the interview directly on the shoulders of the helper. For example:

h. Who sent you here?

c. Miss Brown.

h. Why?

c. I don't know.

h. Well, something must have happened.

c. I guess she didn't like what I did.

h. What did you do?

c. I . . .

4. **Diagnosis**

Diagnosis is used to help the client gain better self-understanding and explore ideas further. Helpers tell clients what they think the client's problems or concerns are. It is a procedure which the helper normally uses after studying what the client has previously said together with all other information gathered.

c. Well, what do you think?

h. Well, based upon what you have said, and from these exercises that I had you do, and the tests that you have taken, it seems to me that you have failed to explore adequately the alternatives open to you.

5. **Misinterpretation**

The helper deliberately misinterprets what the client has said. The objective is to get the client to verbalize more or in greater depth on a particular topic. In essence, by misstating what the client has said, the helper tries to make the client believe that ideas or feelings have not been expressed in a clear fashion.

c. My mother, she just doesn't seem to want to try and understand what I'm trying to tell her.

h. You really don't care much about your mother . . .

6. **Incomplete Statement**

In using this technique the helper begins a statement and stops before completing it. The purpose behind this approach is to get the client to pick up on it. This is a somewhat indirect way through which the helper attempts to get the client to consider a particular point or course of action which the helper deems important.

c. I really want to go out on dates but when it gets time to asking somebody I just never get around to it. I guess maybe I'm shy.

h. If you went up to Mary and asked her for a date, you think . . .

7. **Projection**

Projective techniques are those used in an attempt to get the client to see the problem from alternative viewpoints. The helper asks the client to project into someone else's frame of reference, into a different time reference, or into accepting the alternate courses of action. By projecting into another point of view the client can see the ramifications of taking different courses of action.

c. I'm kind of afraid to ask Mary for a date.

h. If you were Mary, how do you think you'd react to your asking Mary for a date?

or

c. I really don't know whether I should take the job or not.

h. Assume you did, how do you think your life would change? (Assume you didn't, what impact do you think it would have on your life?)

or

c. I don't know whether I should take the job or not.

h. Try to imagine yourself five years from now. Where do you think you will be? What do you think you will be doing?

8. **Interpretation**

The helper attempts to restructure what the client has said into some theoretical framework and thereby explain the underlying motivation for some of the client's behaviors. The result of an interpretative response is contingent upon the relationship between the helper and the client. If the relationship is relatively strong, it is likely that the client will accept the interpretation. When this occurs, it often accelerates insight into self. However, if the client does not accept the interpretation often he or she becomes anxious about saying anything. The interpretation of underlying motivation is more often associated with psychoanalysis or psychotherapy than with counseling. Therefore, many believe it to be a relatively inappropriate technique for the same situations.

c. I know I could do a lot better in school and I know my parents really want me to and I really think I'd like to please them but I end up just not working on it.

h. It seems to me that your failure to achieve what you should in school is the

result of your subconscious resentment for your sister who reminds you of that domineering grandmother of yours.

Techniques Designed to Facilitate Client Change. In addition to the techniques already given there are a number of responses that the helper can use when the purpose of the interview (or part of the interview) is to bring about behavioral change on the part of the client, or to change the client's frame of reference, or change verbal behavior. These techniques are generally more directive than the responses under talk encouragement or self-exploration. They include--

1. reassurance,
2. approval,
3. advice,
4. information giving,
5. illustration,
6. suggestion
7. moralizing,
8. urging,
9. confrontation, and
10. rejection.

1. **Reassurance**

This is a technique which the helper employs in an effort to make the client feel better or to reduce anxiety or concern on a particular topic. It can be used to avoid talking about particular topics. Care should be taken in using reassurance because it might be judged to be a rejection of the client or their concern. On the other hand, if used properly it can be effective in reducing anxiety.

c. (ninth grader) I heard that it's really tough to get into Harvard and I think I want to be a historian and I'm afraid if I don't get into Harvard I'll never be able to get a job after I get out.

h. Well, it's really four more years before you really have to worry about getting into a college. Why don't you just go ahead and keep plugging at your studies and let things take care of themselves for awhile.

2. **Approval, Reinforcement**

This is a technique whereby the helper attempts to influence the client's behavior by expressing approval of something the client has said or done. If there is a strong relationship between the helper and client reinforcement tends to increase the probability of reoccurrence. If it involves some topic, reinforcing what is said will usually keep the interaction in that vein. If it is behavior, it is likely that the behavior will be repeated.

c. Well, I wrote up my resume.

h. Good, good.

c. Now I think I'm going to make out a list of employers and send it out.

h. Great, seems like you're right on track.

3. **Advice**

Advice is the technique whereby the helper tells the client what to do. Frequently in counseling, advice is received negatively by the client. As a result, advice giving is often viewed as inappropriate in counseling because it seems to undermine the independence of the client. However, advice giving is a very complex process. The appropriateness of advice is contingent upon the individual case. Sometimes the client is under the gun and is faced with an immediate choice which does not permit the adequate exploration of alternatives. At such times, the helper can give advice and assume some of the responsibility for the decision. At other times, the client's choice will definitely have negative consequences. When this is the case, a helper who is reluctant to give advice may indeed by remiss in his/her duty. Whether or not the advice is accepted and acted upon by the client depends upon how the client perceives the helper.

c. Oh, I guess I'm kind of still uncertain about going to college or not. One time I think I want to and another time I don't think I should.

h. Well from what you've said in the past I seem to think that you do want to go. The point is that unless you get your application in right now to those schools you have considered, there's no question that it will be too late to get in.

or

c. I know I'd like to go out on dates, but I'm afraid I might get turned down. What would you do if you were me?

h. Well, I think I'd go up to Mary and just flat out ask her--Do you want to go to the dance with me on Saturday?

4. **Information Giving**

Information giving as it relates to the counseling interview involves the supplying of information that is not known to the client or not readily available elsewhere. Giving too much information during the interview often sets the helper up as an information source and frequently reduces the opportunity to discuss the personal side of the information. When factual information has a direct bearing on the client's problem or concern, it should be given during the interview.

c. I know I need a job in order to help the family out--at least a temporary job but I don't know where to begin in terms of looking for one.

h. We now have a Job Service person. You can go down to room 202 and register with Mr. Smith. Tell him that I sent you and ask him if he would call me afterwards.

5. **Illustration**

The helper attempts to give the client an example in order to suggest ideas or courses of action which may be followed. Such illustrations might be personal from the helper's own background, or impersonal. The impact of such illustrations are very dependent upon the situation and the case in question. If the relationship is strong and the helper uses a personal illustration it can be very powerful because it does not allow the client freedom to accept or reject the illustration without risking offending the helper. On the other hand, an impersonal illustration allows the client more latitude to accept or reject the ideas that are incorporated.

c. I just wish I knew what to do about this whole dating business.

h. When I was your age I had a similar kind of fear and the thing I did was just go ahead and . . .

or

c. I wish I knew what to do about this dating business.

h. I knew a guy once who had a similar kind of fear of asking girls out and what he did was . . .

6. **Suggestion**

Suggestion as a response is similar to advice, except that the helper only interjects some possible courses of action for the client. Thus, the helper does not directly tell the client what to do. The client then has more latitude to accept or reject the suggestions.

c. I wish I knew what to do about this dating business particularly in trying to get a date with Mary.

h. I guess maybe you've thought about getting your sister to feel Mary out about the possibility of going out with you.

7. **Moralizing**

The helper expresses approval or disapproval regarding moral or ethical principles. If a strong relationship exists between the helper and the client, this can be an effective procedure for assisting the individual in developing an altered concept of self. However, if not handled well, this procedure can cause considerable resistance and be damaging to the counseling relationship. While it is important that the helper not try to hide personal values, the use of these values to pass judgment on the client's behavior must be done with caution.

c. Well, my dad knows the coach real well. I guess maybe I could ask my dad to put in a word for me.

h. But you wouldn't feel very good about having him do that, would you? It really wouldn't be the right thing to do, would it?

8. **Urging**

This response procedure is related to the giving of advice. The helper makes a concerted effort to get the client to follow through on the advice given. Its impact on the client is contingent upon the relationship between the helper and client. It can be used effectively particularly when the helper really does know what is best for the client. However, again it is a case where helper assumes responsibility for the client.

c. Well, I guess I really should make application if I am going to go to college.

h. Yes, you should--you should get on it right away and not put it off. This is something that you have to do right now so let's get with it.

9. **Confrontation**

By confronting the client, the helper points out contradictions in what the client has said or done. Effective use of confrontation requires a strong relationship between the helper and client. When the relationship is strong, confrontation can assist the client in re-examining decisions or reappraising self.

c. Well, I'm not really sure that that's what he meant but I have to stand up for myself so I slugged him.

h. You said before that you'd really like to get along with the rest of the kids here and you'd go out of your way to do it. Now you're telling me that you hit somebody even though you're not really sure what he meant.

or

c. So, I've decided to drop chemistry.

h. You said before that you wanted to get into medicine or dentistry and now you're saying because chemistry is difficult you're going to drop it.

10. **Rejection**

Rejection is a procedure in which the helper uses extreme means as an attempt to get the client to reverse a course of action or decision. This usually has one of two results. Either it gets the client off dead center or it terminates the counseling interview process.

c. I really would like to get a date with Mary but I just haven't gotten around to asking her but I think I will I guess.

h. Well, you've been saying that for a long time now. I really don't think you can. I just think that you're too much of a pussyfooter to do anything.

c. What did you say? Of course I will.

h. I think you just like to hear yourself talk. When it comes right down to action, you're chicken.

The categories above are not mutually exclusive. Some responses encourage talk and encourage the client to explore self. Reflection is an excellent example of a technique that serves both purposes. Furthermore, self-exploration sometimes leads to behavioral change or self change. Consequently, response techniques like reflection again can lead to behavioral change. Thus, any particular response may be talk encouraging, lead to exploration of self, or lead to behavioral change in the presence of the helper. The helper should not be limited to the use of techniques in only one of the several categories. Human verbal interaction is as complex as the individuals engaging in it. Thus, the helper with a repertoire of response techniques can adapt more readily to the uniqueness and complexity of the individual.

Utilizing the appropriate responses and leads is often a difficult task. Most of us have developed relatively set communication styles that are difficult to alter. Many of us are afraid to try new techniques. However, if we practice some of these techniques in our everyday conversation we can use them more readily and appropriately in the counseling interview.

Because of its flexibility and because it provides the opportunity to go beyond surface responses, the **interview is perhaps the best assessment technique** the helper can employ. However, it has

weaknesses as well. The interview is **time consuming**. Furthermore, helpers very often tend to **rely too much on data** obtained through the interview. The client may deceive the helper. Helpers, however, tend to accept as gospel what they learn in the interview. Information from the interview must be cross-validated with other information. Again, the helper should not be too ready to make judgments based upon what is learned in a single interview, but rather should generate hypotheses and make inferences which then are checked out elsewhere.

Types of Interviews

As mentioned previously, interviewing is distinguished from conversation by its purposeful nature. Several types of interviews are reviewed below along with suggestions for their conduct.

Introductory Interviews. As a rule of thumb, unless the helper knows the client fairly well, the first interview should be introductory rather than a fact-finding or nonstructured interview. The purpose of the interview and the counseling should be clearly delineated. Other than that, it should be primarily used to **build rapport** so that following conferences and procedures will be appreciated.

An effective way to begin an introductory interview is to start by informing the client about the **purpose** of the career guidance program and the counseling interview process itself. The client should be encouraged to react to this statement. This should continue until the helper is relatively certain that the client grasps the essence of the program's purpose. In this process, the helper can clarify any questions that the client may have.

The initial interview should only require **10 to 15 minutes**. The helper could and perhaps should end this introductory interview by inviting the individual to drop in at any time, or by making a second appointment or setting the date for the administration of any other tests or procedures to follow.

The objectives of this introductory interview will have been achieved if the client leaves knowing the helper and the career guidance program. However, on rare occasions, additional action may be required after the first interview. Some important problem that has been revealed may require immediate attention. Furthermore, anything revealed in an introductory interview should probably be approached cautiously because the helper really has insufficient data at that time.

Information-Gathering Interviews. All types of interviews can serve as a means through which the helper can **gain added information** about the client. In this respect, the interview process is among the best inventory procedures available to the helper.

There are **two kinds of information** which the helper can generate as a result of the interview. The first kind is information generated from the **content of the client's responses**. The second is information generated from the **style or manner** in which the client relates to the interviewer.

In the content-centered interview, as in the biographical questionnaire, the information supplied by the interviewee is useful for assessment and prediction. While the interview is not as time-effective as the questionnaire, it adds to the information that can be generated because it is less structured and more flexible. Thus, it allows for more openness and more truthfulness.

More openness can be generated in interviewing because it provides the opportunity for the helper to establish rapport or interpersonal warmth before proceeding. Beyond this, the interviewer also has the opportunity to observe the client's nonverbal reactions, e.g., blushing, long hesitation, oblique and non-informative answers, and so on. Such nonverbal reactions often suggest that a fuller exploration of a particular topic is appropriate.

In essence, the interview should be regarded as one in which the client's behavior is observed. A sample can be obtained of the client's interpersonal skill and manner of approaching and dealing with others. The less-structured and nonstructured interviews are particularly good for assessing or acquiring a sample of the counselee's interpersonal skill.

Content-Centered Interviews. The next type of interview most often employed by the counselor is the content-centered interview. The nature of this will vary according to the characteristics of the individual. The purpose is either to **obtain data that cannot be obtained in other more standardized ways or to check out or supplement the information** generated through other methods. In preparation for this second interview, the helper should review the records and prepare questions

for response by the client. This is not to say that the helper should prepare for the interview and then shotgun the client with questions once the interview commences. Rather it may be necessary to insert the questions at strategic intervals or employ a more non-directive approach to solicit response. Essentially, the questions are designed to provide a guide to the interview for the helper.

This content interview may be designed for a **number of purposes**. It could be designed to discover the client's attitudes to feelings about certain people or situations which the person will not or cannot reveal in writing or in response to more formal approaches. However, once rapport is established during an interview this client may talk freely about personal feelings about people and things. Another advantage to the interview procedure is that it allows the helper to probe beneath superficial statements for the underlying feelings.

Evaluative Interviews. Infrequently, the helper will also engage in an evaluative interview. These are designed by the helper to **make an appraisal of the client's achievements, attitudes, or characteristics** regarding such matters as fitness for a particular training opportunity, position, or promotion. In order to conduct such interviews properly, the characteristics in question must be delineated. The helper must first clarify what information one is seeking and decide on methods to use in eliciting the information. Thus, the evaluative interview is limited in purpose.

Two examples which the helper might review to determine how to structure and limit an interview are the Vineland Social Maturity Scale and the Structured Clinical Interview.

Research indicates that the utility of the interview as an evaluative device increases when it is structured and limited in purpose because the interviewer is fallible. There is extensive evidence that the subtle clues the interviewer provides tend to bias or guide the interview.

Because the interview session involves social interaction, the helper must be aware of the motile type of interpersonal situation that has been established with the client. Although a number of content analysis procedures have been developed to objectify and quantify the data obtained in less structured interview situations, these to date have not been shown to be particularly useful for evaluative or predictive purposes. These analytic procedures, however, do offer promise for providing a better understanding of the interviewing process and for ultimately making the interview a more useful evaluation device.

Informative Interviews. In addition to the foregoing, the interview may be designed to allow the helper to supply information to the client in the following ways: (a) to relay data obtained from other sources; (b) to provide information that answers questions the client has raised; (c) to inform the client on some decision that has been made about him/her by a person or institution.

Beyond informing the client, the helper does have an opportunity to learn much about the individual. For example, while informing a client of acceptance or rejection by a prestigious university, the helper could also observe the individual's reaction to success or failure.

Problem-Centered Interviews. It is often necessary for the helper to assist the clients work through problems. Using the interview is the most effective means at the helper's disposal. This is especially true with personal problems requiring privacy.

The helpers in certain settings such as schools and Job Service offices should not, cannot, act as psychotherapists; they have neither the time nor the qualifications. This does not mean that helpers should not or cannot assist clients with problems. **Developmental problems** are the helper's concern. The dilemma often is deciding where counseling ends and psychotherapy begins.

In this matter helpers show little agreement except in terms of the degree of seriousness of the problem. Generally, dealing with those types of problems classified as neuroses and beyond is viewed as inappropriate for many helpers. However, no clear lines exist for recognizing neuroses, particularly when working with adolescents. Thus, the concept of neurosis does not provide a clear guide for the helper.

While the helper can and must use the interview process for problem resolution, use of the interview process as the sole source of problem resolution is not within the scope of a developmental program. The fundamental rationale for a developmental program is that by promoting development most problems can be prevented. Moreoever, therapy is not often within sanctions provided

many career guidance personnel. Thus, there are times when the helper should not attempt to assist the client in solving problems but should assist him/her in obtaining the help needed from other agencies or resources.

Extensive therapy in many cases is inappropriate. First of all, helpers who do engage in therapy take time away from others. The more time dedicated to the problem cases the less time there is to instigate procedures which will prevent others from encountering similar problems. Many persons expect the helper to function as a developmental specialist. They have a right to expect this.

Stages of the Counseling Interview Process

Counseling experts agree that the therapeutic or helping process goes through identifiable stages. There is considerable agreement regarding the makeup of these stages if differences in labeling are ignored and the basic meanings are reviewed. Carkhuff and Berenson (1967) summarize these stages most succinctly into an inward or downward phase and an upward or outward phase. Other theorists or clinicians further divide these major phases into a number of stages.

Delaney and Eisenberg (1972) divide the helping process into five stages:

1. The **initial stage** occurs when the helper and client meet. The helper's critical task during this stage is to create an atmosphere which enables the client to grasp that the helper is concerned.

2. The **facilitative relationship** is the second stage during which the helper must communicate the basic relationship variables--warmth, acceptance, genuineness, empathetic understanding, and competence.

3. In the **determination stage**, the helper determines what the client wants and how to be of assistance to the client.

4. During this stage the helper employs learning or counseling strategies which will be of most assistance to **problem resolution**.

5. The **terminating or follow-up stage** is complete when the client has achieved the objectives set for the counseling interaction. Follow-up involves the efforts of the helper in determining the long range impact of the counseling interaction.

The many helpers would rarely engage in the one-to-one process to complete all five stages. This five stage summary was developed from a study of the long term counseling **interview process in a therapeutic setting**. Such a classification scheme is appropriate for one-to-one counseling of a problem-solving nature where there is not a pre-existing relationship between the helper and client and where the helper attempts to promote or facilitate the change through the one-to-one process.

In many cases career guidance personnel neither have the time nor the need to work exclusively in a one-to-one manner. First of all, in the school settings, the helper and the client operate with a pre-existing knowledge of each other. Thus, much of what is associated with relationship can be established before or as an adjunct to the counseling interview process. Secondly, unlike the clinical setting, as the school has longitudinal data on each student derived from previous contacts which relate to the person's background, relationships with others, and so on which can be used to augment the interview itself. Moreover, in terms of assisting the individual in resolving or coming to grips with the problem, some helpers have at their disposal all the resources of an institution in which the individual spends much time. These differing circumstances greatly alter the counseling situation.

Vocational Counseling Interviews

Like all counseling, vocational counseling is a **complex process**, often involving much more than help with the career choice. In addition to assisting the clients in choosing, the helper often helps them learn to cope with the variety of influences on their choices. Assisting individuals in learning how to make and implement vocational choices can also assist them in making later life choices. The vocational counselor must possess the ability to listen with empathy and to develop an open relationship. As in other counseling, rapport is crucial.

There has been little research on the role of career guidance personnel in assisting individuals with vocationally related problems via one-to-one counseling. Little data are available on what procedures are most likely to be helpful for assist-

ing individuals with problems related to vocational choice.

Some writers have attempted to **classify** the most common **vocational problems**. Super (1957) indicated that the possible problems include the following:

1. **Problems of adjustment**

   a. Adjusted individual who seeks counseling for assurance.

   b. Maladjusted individuals whose choices are out of line with their abilities and interests.

2. **Problems of indecision**

   a. Multipotential individuals who cannot decide among the alternatives.

   b. Undecided individuals who have no choice.

   c. Uninterested individuals who have choices consistent with their level of ability but really have no primary interest.

3. **Problems of unrealism**

   a. Unrealistic individuals whose aptitude is lower than their aspiration level.

   b. Unfulfilled individuals whose aptitudes are higher than their aspiration level.

   c. Coerced individuals whose choice is influenced by others. This choice may be outside the individuals' interest areas, but one in which they have appropriate abilities.

While this is an interesting and relatively inclusive classification system it fails to provide the working counselor with an outline of the techniques and procedures which are most appropriate for assisting individuals with each of these problems.

Vocational counseling, as we define it, is **problem-centered counseling**. Thus, many of the techniques and procedures appropriate to the problem-centered interview apply. The helper should begin by using **listening** and **talk encouragement responses**. The helper should then move through responses which encourage **self-exploration**, and on to those that bring **clarification** and focusing. Once the task or problem is clear, the helper should attempt to include other people and resources outside the counseling interview to accomplish problem resolution. Again, if the helper attempts to use the counseling interview as the vehicle for behavioral change, much valuable time will be consumed. The helper must assist each individual discover--

1. the relationship between job requirements and personal ability to perform those requirements,

2. the relationship between career choice and other choices, and

3. the degree to which factors off the job have the potential for satisfying needs and interests which can't be satisfied on the job.

In essence, the helper's task is to assist the individual to develop the skill to act independently both now and in the future.

Frequently, vocational problems involve **decision making**. Thus, counseling for decision making is an extremely important task. While the counselor should involve others outside the counseling interview, sometimes within the interview process time has to be taken to assist the individual directly.

1. Most clients first need to be assisted in becoming aware of the general direction in which they wish to go. Unless they become aware of a sense of direction there is little likelihood that specific choices will be effective or satisfying.

2. They then must consider the limitations within which free choice operates. These might consist of factors such as age, family background, finances, appearance, and so on.

3. They then can begin to narrow down the range of possibilities. This reduces confusion.

4. At this point the individual is relatively free to consider alternatives and make what we consider a "good" choice.

Skills and Sensitivities Needed by a Helper

The helper needs several skills to aid individuals in the decision-making process. Additionally, the

helper should be aware of certain factors regarding clients. First of all, most clients are under some pressure to make a decision. Most of the time this pressure comes from sources over which the helper has little control. Because of this pressure, the clients frequently seem to have made a decision before they in fact have. In other words, the client has made a psuedo decision. The helper needs to be able to **distinguish between a genuine decision and a pseudo decision**.

The helper also must be **tolerant of indecisiveness**. Clients experiencing difficulty reaching decisions are those who need individual counseling the most. Typically, others, as well as the individual, are very intolerant of this indecisiveness. The tolerant, patient helper can assist the individuals to be tolerant of their own uncertainties by serving as a role model. Beyond being tolerant, the helper can give assistance by helping the individual clarify the reasons for this inability to choose.

The underlying reasons for indecision related to vocational choice are diverse and complex. The helper should keep in mind the wide variety of factors which might contribute to indecision. Indecision may result from (1) role conflicts, (2) multiple potentialities which the individual does not want to limit, (3) social or environmental limitations which the individual does not want to admit. The sources of indecision most frequently can be arrived at by discussing them during the one-to-one counseling interview.

Indecision related to **role conflict** stems from the fact that sometimes a career or a training program has both approach and avoidance features. An example of this might be the woman who is an excellent athlete and highly prizes femininity but shies away from a career as a physical education teacher because she is afraid it is unfeminine. Another example is the man who shies away from hair dressing because of the stereotype of the effeminate hairdresser.

Indecision relating to **multipotentiality** occurs among talented people who find themselves equally qualified for and interested in a number of different fields or courses. However, to achieve fame or fortune in one requires special training and experience that cannot be combined with training and experience in the other. Thus, by opening one door, another is closed. Frequently, there is a great reluctance to do this.

Where indecision is based upon **environmental or social limitations** very frequently the person is aware of the complex of factors or events standing in the way, but is unwilling to surrender to these. The Horatio Alger ideal where people overcome practically insurmountable obstacles to achieve fame and success perhaps makes acceptance of limitations and obstacles more difficult within this culture. By helping create a situation in which the individuals can safely review the circumstances of their lives, the helper can be of great assistance in the clients' acceptance of what cannot be changed.

The feelings, beliefs, and attitudes of significant others are added sources of indecision, particularly among adolescents. Such a case might occur where a father would like his child to be a graduate engineer and get the college education he never had, but the child has an interest in mechanics, not engineering, and would really rather go to technical school.

The helper's first task is to assist the client to talk through the indecision and examine the circumstances of his/her life rather closely. Once the source of the indecision is clarified, very frequently arranging a try-out experience for the remaining alternatives is an effective course to follow.

Where there is role conflict, frequently the individual needs the opportunity and the time to try on new roles. Where multipotentiality is the basis for indecision, providing try-out experiences in several fields is often successful. Likewise, where real obstacles in the environment prohibit the individual's first choice, try-out experiences can be a first step in helping find a viable choice.

Note Taking

Career guidance personnel disagree on whether or not to take notes during the counseling interview process. Some believe that note taking interferes with developing a good helping relationship, while others believe that unless the helper takes notes during the interview there is unlikely to be an accurate record of what transpired. Both groups essentially agree on the importance of keeping an accurate record of what transpires, but they disagree on when the notes should be taken.

For this program, the importance of an **accurate record** of what transpired is essential. The individual helper must decide when this record is to be made. Some helpers find that they cannot follow the discussion and take notes at the same time and others feel guilty about taking notes. If note taking interferes with the helper's ability to follow the conversation or if the helper feels guilty about it, then it should not be done during the session. Usually the helper is much more concerned than the client about the possible impact of note taking. If the helper does take notes during the interview, it is important to assure the client that they are simply for review purposes and that nothing will be recorded that will be damaging. The client's concern usually revolves around questions of confidentiality and the helper should reiterate the position on this issue. If the client remains concerned about the note taking, then the helper should reserve taking notes until after the interview is concluded.

Incorporated in the note taking should be a summary of what transpired. Included in the summary should be--

1. whether the session was the result of self-referral or call-in,
2. the purpose of the interview,
3. important topics discussed,
4. request for information,
5. conclusions reached,
6. action to be taken including the respective responsibilities assumed by helper and the client, and
7. the helper's appraisal of personal ability to provide assistance to the counselee.

There are several important **cautions** about note taking that the helper should keep in mind. First of all, any notes taken or any summaries written should be **descriptive rather than interpretive**. Descriptive notes are far more usable to others who might also work with the individual and are more helpful to the helper who may fail to distinguish between what happened and thoughts about what happened. Furthermore, if the client later asks to read the file, there is an account of what has happened that can be followed. On the other hand, interpretations are often found to be threatening and misleading to the client and they do not provide much assistance to anyone else who might use them.

In therapeutic interviews involving personal problems, clients usually expect that the helper will **keep confidential** much of what has been discussed. In such cases before doing a summary the helper should seriously consider what will or will not be recorded as well as who will have access to the interview notes and where they will be kept.

Confidentiality. The above statements raise the very difficult issue of confidentiality. Legally most career guidance personnel do not have the privilege of confidential information. Under the law, privileged information is something that is granted to the clients of lawyers, medical doctors, and clergy.

This privilege does not extend to the clients of therapists or school counselors. Thus, the burden of confidentiality is placed directly on the helper's shoulders. Our belief is that a helper should maintain a policy of **limited confidentiality**. Because assisting the individual is a cooperative effort, the people who are going to be called on to assist or cooperate with the helper must have access to the information that is gathered. This does not mean that the helper discusses everything that a client says in the interview. The helper should follow a policy very similar to what is followed in government security. That is, information should be supplied strictly on the basis of need and then do so with professional judgment.

There are additional reasons for limiting what the helper holds confidential:

1. Some clients will be minors. Parents are held legally and financially responsible for minors' behavior.
2. Most parents are concerned with their youngsters' mental health, performance, and the decisions that they make.
3. Very frequently, what the client does has a widespread impact on the family situation and conversely the family situation has much impact on the behavior of the youngster.

This general practice of sharing information, may, in the beginning, cost the helper some

clients with problems. In the long run, the sharing of information is likely to be more effective in achieving career counseling goals particularly when such goals are developmental in nature.

Referring Clients to Others

Competency 5 — **Refer clients to other persons or services as needed based upon recognized personal and professional limitations as a counselor.**

How do you know when it is time to bring another resource person into the picture? This question relates to earlier comments about being objective when you are working with people and not becoming so personally involved in the relationship that you lose sight of the counseling goals. Each of us must be willing to recognize our own limitations in each counseling setting. This correlates with the concept that you must continually evaluate your position in the counseling relationship. If you are unable to help the client at a particular stage, it is important to recognize the fact and to find assistance.

Referral to resources outside of your setting starts when you recognize the need for assistance beyond what you will be able to provide. Do not view this as a negative occurrence because it could well be the step that will **expand the whole counseling process**. For example, you might be working with a client who has a narrow background in the home building trades and wants to learn more about this construction field. Your personal experience is limited in this area except as a home owner. To help the client form the questions to be answered, it would be appropriate to turn to a variety of specialists. You might encourage the client to set up a series of appointments with people in the building trades such as a local contractor, brick layer, carpenter, electrician, real estate agent, and others who could possibly help with the career guidance process. After these interviews with different people in the home construction market, the client would have a broader base of knowledge from which to work.

Another example is the veteran who is considering further education as one of his career options. You are aware of the personnel in the veterans' office and understand how to refer the veteran for financial assistance. It is not your responsibility to know all the details of financial assistance available to the veteran.

What about the situation where you do not feel comfortable with the client or that person does not feel comfortable with you? This will happen no matter how hard you try because the personalities of people are not always compatible. You need to make every effort to help the client, but if the process reaches a point where you are unable to work with an individual, then refer the client to another helper. By facilitating the continued growth of the individual through the referral process, you will be providing a continued helping relationship. It takes this open and honest assessment of skills to be truly supportive and helpful to the clients with whom you are working.

If the client is ready for job placement when working with you, placement assistance may be needed. You may be able to provide names of people the client should contact for entry level work in the occupation or training settings appropriate to the career field. You must be on the watch for opportunities when it is appropriate to make a referral to help the clients. The important thing to keep in mind is that this is an option which the person can consider as a means to help the career guidance process. You can help the client see the options, but it remains the decision of the client to decide which steps should be taken to reach identified career goals.

The following information from *Career Counseling in the Rural School* builds upon the above discussion of referral.

Determining Need for Referral

In setting up the procedure for referral a number of factors must be considered:

1. **Appropriate timing** for referral should be understood. Successful referral and success in counseling depend upon the individual readiness.

2. Effective referral requires an **understanding of the resource** to which referral is being made. Thus, others in the agency need to be oriented to the counseling service before they can be expected to make appropriate referrals. Orienting administration and staff to the counseling process is the responsibility of your office and should be done at repeated intervals.

3. Agency staff need to be able to **recognize the patterns of individual counseling**. Behavior patterns which might indicate a need for counseling include:

   a. Withdrawing from group activities and unwillingness to participate in group activities

   b. Exhibitionism

   c. Sporadic or inconsistent achievement

   d. Sudden changes in performance, behavior, or attitudes

Staff who think they should make a referral should **discuss the referral** and their reason for desiring to with the client. Coercion as a means for sending individuals for counseling is fruitless. Without the cooperation of the individual, counseling cannot be successful.

Procedure for Referral

To facilitate referrals, you should develop a form. Personal contact is more desirable than a form, however, this is not always possible in day-to-day activities. Thus, at the very least, a form such as that presented in sample 1 should be developed. In addition to the individual's name, the form should include the purpose for the referral.

Sample 1

Referral Slip

Name _____

Date _____

Reason for referral: _____

Comments or added information: _____

_____

Signed: _____

_____

Referral to Outside Sources

Knowing when and to whom to refer an individual client is not an easy task. You should avoid two extremes: (1) being so cautious that you refer those whom you could personally help, or (2) attempting to help those whom you are not qualified to help. Some persons appear to be afraid to help the individual solve any personal problems. This type of help just is not doing the job. The second type tries to handle cases for which helper is not qualified to help--in effect, refusing to accept own limitations. In failing to refer the client, even on the basis that referral resources are not readily available, the helper can do damage to the client. The helper who is unable to help but fails to refer the client may destroy the client's motivation to receive help. Even worse the client may begin to believe that there is no help.

You need not be afraid to try to help. Individuals are rarely hurt by someone who is willing to listen while they discuss their problems. No matter to whom the client goes for assistance, the helper must first listen. Before you can know whether or not the individual should be referred elsewhere, you must hear a full presentation of the problem.

Where to Seek Referral Resources

Sometimes you recognize that an individual should be referred for additional services but find that no referral agency is available, or that the individual must wait for service. At this point, you must make the difficult decision of whether or not to continue contact with the client. This is a hard decision because you must decide whether continued contact would be useful or damaging. You have to decide what continued long term contacts would do to other aspects of the counseling program. If there is a guidance committee, you can seek assistance from other staff. This procedure is helpful in several ways. You can obtain additional related information about the client which is not otherwise available. It provides a means to gain the support and cooperation of other staff in planning activities which are likely to minimize the chances of damaging the clients while they wait for services elsewhere.

You should have an adequate list of referral sources both at the state and local level. This list should be maintained, reviewed, and updated regularly. Conceivably, such a list should consist of the following:

1. **Special Education Resources**

   Resources and agencies capable of meeting the needs of the physically or mentally handicapped who cannot profit adequately from regular instruction.

2. **Speech and Hearing Resources**

   Those who might provide diagnostic assistance in identifying speech and hearing problems as well as providing therapy for identified problems.

3. **Mental Retardation and Neurological Resources**

   Resources and agencies that can assist in the diagnosis and treatment either of those handicapped from mental retardation or through a neurological disorder.

4. **Mental Health Resources**

   Resources and agencies which can provide service for the severely disturbed, those manifesting either personality or emotional disorders.

5. **Child Welfare Resources**

   Those who provide services for the protection and care of homeless, dependent, neglected, or abused children as well as children in danger of becoming delinquent.

6. **Rehabilitation Resources**

   Resources connected with the legal justice system capable of providing service to persons on probation or parole.

7. **Miscellaneous Resources**

   A variety of agencies which have programs which might provide assistance to youth. These might range from state or government agencies to youth organizations such as YMCA or YWCA. These might also include a psychologist or psychiatrist in private practice and community service clubs.

Before a referral to an outside agency is made it is wise to discuss the referral with the client. The fact that you would like to refer the client should be explained as well as the reasons for it. This is

essential if you are to maintain the trust of individual clients. Moreover, unless the client is positively inclined to receive other assistance, it is doubtful that the referral source would be helpful. The voluntary client is a client much more capable of being helped than the one who is reluctant.

Module CG C-10 *Conduct Placement and Referral Activities* provides additional information on referral.

Evaluation

Competency 6

Evaluate own performance and the performance of the client or the group in terms of both the counseling process and the outcomes of the session, and make recommendations for changes.

How do you measure the progress that has taken place in your individual and group counseling sessions? What indicators will tell you that there is a need for change in your procedures? These are important questions you need to look at constantly as you work with individuals and groups of people. Without evaluation techniques, it will be impossible to tell where you have been and where you are headed in the counseling process. The question that needs to be answered at this point is how do you evaluate your effectiveness in a field that depends so much on the personal aspects of the relationship?

Evaluation should be an **ongoing** process as you work with people. If you have doubts or concerns as to how you handled a particular aspect of the counseling interview, it would be very helpful to check this out verbally with your clients as to their perceptions. Many times it is easy to build up false impressions in your mind without really knowing if there is a basis for the feeling. Periodical checks with your clients should help you to stay away from this unwarranted doubt as to what is happening in the counseling relationship. By sharing in this honest manner with the counselees they will realize that you are trying to further the relationship.

Evaluation can be **aided by periodic taping sessions** using either audiotape or videotape equipment. Recorded sessions provide an opportunity to reflect on the different responses made during the counseling interview. It also provides an opportunity for you to see or hear the session in a more detached manner. By stepping back from the situation, you are in a better position to learn from the recording and make changes in future counseling sessions if it is needed. At times it may be helpful to play an audio or videotape for other staff members so that you will have input from others about your counseling work. Risk is involved in this type of evaluation, but without risk it will be very difficult to grow in your counseling role.

Recording of the sessions can be a very helpful means for the clients to observe their behavior. It would be a learning experience for the individual to watch behavioral changes as the counseling process continues. Recorded counseling sessions can provide a basis for discussion in future sessions. Clients would have an opportunity to review their behavior and examine it in terms of future actions. The counseling process would be enriched by you and the counselee looking closely at what is happening in the relationship.

Evaluation also provides a **measure of your success** in meeting the identified objectives and activities planned within the counseling framework. Data may show that you need to use more group approaches during informational sessions rather than holding individual conferences with the clients. This type of information will provide a valuable tool in presenting results to appropriate audiences served by the career guidance program as well as those in a management capacity. Evaluation data further provide an assessment of the current objectives which will lead to better short and long-term planning for the counseling program.

Paper and pencil instruments can help you gain objective data. These instruments allow partici-

pants an opportunity to record their impressions about the services received through the counseling program. It is your responsibility to either develop this instrument or obtain instruments that could be incorporated into one. Another possibility is adoption of a prepared form to evaluate the counseling services provided by your agency. However, caution should be exercised with this approach because the developed form may not evaluate your program effectively. A shortcoming of the paper and pencil evaluation approach is that it does not allow for two-way communication which could help clarify meanings of questions. It is extremely important that items be stated explicitly so there is as little confusion and misunderstanding as possible.

Personal evaluation will help you to form clearer work goals and objectives so you can determine where you are as a professional and whether or not you are achieving the goals you have set for yourself during the current evaluation period. This provides a clear foundation for personal evaluation sessions with your supervisor. In order for this evaluation approach to work, you need to establish an open relationship with your supervisor. This type of evaluation climate can create a pattern where maximum growth potential is possible for individual helpers.

It should be emphasized that looking at a system allows its members the opportunity to make recommendations for change if the events warrant changes being made. Change may not always be necessary; however, when it is needed steps should be taken to see that the improvements are made in the system.

Honest evaluation systems hold the key to development of the individuals within the counseling program. Evaluation should be viewed as a means to improve the counseling system so that better services can be delivered to clients within the career guidance program be people like yourself who are better prepared to provide these counseling services.

Learning Experience 1

Relating Personal Counseling Approach and Theory

OVERVIEW

COMPETENCY	Define the major features (including a rationale) of a personal approach to counseling, and describe how it relates to significant theories of individual and group counseling.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Express your personal counseling theory.
INDIVIDUAL ACTIVITY	Write your own counseling theory.
INDIVIDUAL FEEDBACK	Have a colleague review your theory.
GROUP LEARNING OBJECTIVE	Verbalize your counseling theory.
GROUP ACTIVITY	Present your counseling theory to at least one other individual.

INDIVIDUAL ACTIVITY

Write your own counseling theory.

Review the reading for Competency 1 on page 7. This reading gives you basic information on some key counseling theories and how they can be a part of career counseling. Some of these theories might sound workable to you based upon your personality and how you interact with others. others will not seem appropriate to you.

Select the theory(ies) that you think is best for you and analyze it based upon your knowledge of how you interact with others. Then write your own counseling theory. Remember, you do not have to subscribe to one specific theory. Most career guidance personnel have their own career counseling theories which are combinations of various known theories.

Your theory should contain a description of the general technique you would use to counsel them (based upon your assumptions) and the response(s) you would expect from the client.

INDIVIDUAL FEEDBACK

Have a colleague review your theory.

Ask a colleague to review your written counseling theory. Have this person determine if you have included assumptions about humans, description of general counseling technique, and client responses expected.

GROUP ACTIVITY

Present your counseling theory to at least one other individual.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Set the Scene	
1. Indicate to participants that they will write their own counseling theory and then share it with another person in the workshop.	
2. Have participants complete the Individual Activity if they have not already done so.	
B. Sharing the Theories	
1. Have participants select a partner with whom they will share their counseling theory.	
2. Allow 15 minutes for the first partner to share his/her theory and to receive reactions from the second partner.	
3. Allow 15 minutes for the second partner to share his/her theory and to receive reactions from the first partner.	
C. Summary	
1. Reassemble the total group.	

Facilitator's Outline	Notes
2. Ask for reactions from participants on the experience they just completed. 3. Indicate to participants that this activity was an attempt to get them thinking about their own career counseling theories and that theories are continually changing. Suggest that they periodically reexamine their theories to determine if their thinking has changed.	

Learning Experience 2

Applying Guidelines to Form Groups

OVERVIEW

COMPETENCY	Apply recognized guidelines and criteria in forming different types of counseling groups, selecting participants, orienting them to the group, and conducting group sessions.
READING	Read Competency 2 on page 11.
INDIVIDUAL LEARNING OBJECTIVE	Identify appropriate group formation procedures.
INDIVIDUAL ACTIVITY	React to the formation of a hypothetical group and identify how the formation process could be improved.
INDIVIDUAL FEEDBACK	Check your answers against suggested ones.
GROUP LEARNING OBJECTIVE	Identify forms of group dynamics within a group.
GROUP ACTIVITY	Explore group dynamics through a role play situation.

INDIVIDUAL ACTIVITY

React to the formation of a hypothetical group and identify how the formation process could be improved.

Start this activity by reading Competency 2 on page 11. Next, read the information below on how the Mountain Valley Career Development Support Group was formed. Then, answer the questions that follow.

Kim Evanston is the coordinator of guidance services for the Buchannan JTPA office. After visiting with and hearing about a number of clients who were having difficulty with job acquisition skills, Kim decided to start a group to assist these people. The purposes of the group were to provide group members with instruction and practice on job acquisition skills and to provide group members a support network so they could communicate with other individuals on problems and concerns similar to theirs. Kim's first concern was to get the word out regarding the group. Announcements were put up on bulletin boards in the halls of the JTPA office, articles were placed in the inhouse newsletter, and potential group members were provided the information on the group when they met with staff members. After 3 weeks of publicity, over 200 individuals had obtained information on the group.

Interested persons were asked to sign up with Kim's secretary. During the 2-week sign-up period, which occurred during Kim's vacation, 23 individuals signed up for the group. Kim accepted all 23 as group members. The list of names indicated that 18 of the group members were male and 5 were female.

Questions

1. Were Kim's recruitment techniques appropriate? Explain.

2. Was Kim's sign-up procedure appropriate? Explain.

3. Were the size and composition of Kim's group appropriate? Explain.

INDIVIDUAL FEEDBACK

Check your answers against suggested ones.

The following are suggested answers to the questions asked in the Individual Activity:

1. Were Kim's recruitment techniques appropriate?

   Yes. Kim used recruitment techniques which reached a large number of potential group members. This approach was wise since the topic for the group was of concern to many.

2. Was Kim's sign-up procedure appropriate?

   No. Having the group members sign up with the secretary did not allow for any interaction with Kim, the group facilitator. There was no interview process whereby potential participants could obtain a better understanding of the group and whereby Kim could screen out persons who might make the group dysfunctional. Since Kim was on vacation, any desired interaction between the group facilitator and the potential participants was made impossible.

3. Were the size and composition of Kim's group appropriate?

   No. The group size was too large for any type of effective counseling and interaction to occur with 23 participants. Group interaction would be ineffective since few participants would be able to express needs and feelings to so large an audience. Also, an appropriate balance of males and females was not present.

GROUP ACTIVITY

Explore group dynamics through a role play situation.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Set up Activity 1. Indicate to participants that in this activity they will explore some of the dynamics which occur in a group. This will be done through a role play. 2. Ask participants to read the material under Competency 2 on page 11 or present the information in lecture	

Facilitator's Outline	Notes
form. This will give them a brief background on forming and starting a group. 3. Explain the objective of this activity. • To demonstrate key roles group members play. • To give participants an opportunity to experience and evaluate the influence of group behavior on task achievement. 4. Establish the role play group(s). At least seven people are needed in each group for all roles to be assigned. B. Conduct the Activity 1. Distribute one role assignment card to each group member. See handout "Roles for Group Dynamics Activity" on page 43. The observer receives the "Group Dynamics Observation Form" on page 45. 2. Instruct participants to-- • keep their roles confidential; • reveal their roles only through their behavior during the activity; and • play the roles as naturally as possible, do not "overkill" since this will defeat the purposes of the activity. 3. Give the group its assignment. "Your group has been asked to present the advantages and disadvantages of group counseling to a class of prospective counselors. It is your task to develop an outline on the advantages and disadvantages. Bring all points up for discussion and reach agreement among yourselves. It is important for you to come to agreement so a clear and consistent picture of group counseling can be presented." 4. Direct the group to work on the task, playing their assigned roles.	You may want to transfer the information for each role on the handout to an index card. You may want to distribute copies of the assignment statement or write it on the chalkboard or flip chart.

Facilitator's Outline	Notes
C. Pull Together Experience	
1. Bring the group together and lead a discussion on the activity they just completed.	
2. Have the group focus on the following questions.	Information generated should be recorded on the chalkboard or newsprint.
• What behaviors were most helpful to the group's completion of the task? Why?	
3. Elicit from the group ways of handling the dysfunctional behaviors that were identified.	
4. Ask the observer(s) to identify the notes of group members.	
5. Explain the roles assigned and ask group members to identify their individual roles.	
This activity was developed by Cliff Erwin and Carl Gasaway, Staff Development Consultants, Department of Local Education Agency Service, Illinois Office of Education.	

NOTES

Roles for "Group Dynamics" Activity

1. **INITIATOR (LEADER)**
   a. Organizes the group.
   b. Helps start discussion.
   c. Introduces new ideas and raises questions.
2. **CLARIFIER - SUMMARIZER**
   a. Raises questions to clarify issues and requests.
   b. Summarizes ideas of others.
   c. Checks with other group members to make sure that everyone is clear on issues, decisions made, etc.
3. **GATEKEEPER**
   a. Keeps group on task.
   b. Periodically checks out time lines with group.
   c. Points out when group gets off agenda.
4. **BLOCKER**
   a. Engages in dysfunctional behaviors such as moving off the topic, displaying hostility, joking around when the group needs to be serious, etc.
   b. Tries to keep group from completing its task.
5. **QUIET MEMBER**
   a. Withdraws from group. Responds only when directly addressed and then only with short, one or two word phrases ("OK," "YES," etc.)
6. **CONTRIBUTING GROUP MEMBER**
   a. Responds to the discussion and activity in the manner which seems most appropriate.
   b. Makes all contributions positive and constructive.

Any additional group members beyond six in number should be given the role described in number 6 (Contributing Group Member).

NOTES

Group Dynamics Observation Form

Directions: The observer records observations made during the group process. The observer needs to be aware of the different roles prior to observation.

ROLES	METHODS
Who initiates ideas?	How do ideas get introduced?
Who blocks progress?	How does progress get blocked?
Who helps the group?	How does the group get helped?
Who tests for where the group is on its task?	How does the group's progress get tested?
Who moves for action?	How does action get initiated?
Who provides information?	How is information provided?

Show the seating arrangement of group members through the use of circles and names.

NOTES

Learning Experience 3

Values and Limitations of Counseling

OVERVIEW

COMPETENCY	Explain the appropriate uses, values, and limitations of individual and group counseling in meeting clients' needs and relate counseling to other services provided by the career guidance program.
READING	Read Competency 3 on page 12.
INDIVIDUAL LEARNING OBJECTIVE	Describe strengths and limitations of counseling.
INDIVIDUAL ACTIVITY	Identify the strengths and limitations of individual counseling within your setting.
INDIVIDUAL FEEDBACK	Review your summary statement with the career guidance personnel in your setting.
GROUP LEARNING OBJECTIVE	Identify the pros and cons associated with career counseling.
GROUP ACTIVITY	Debate the value of career counseling.

INDIVIDUAL ACTIVITY

Identify the strengths and limitations of individual counseling within your setting.

After reading Competency 3 on page 12, survey career guidance personnel within your setting to determine their perceptions of the strengths and limitations of individual counseling. This activity can be conducted in an informal manner in which you have a conversation with persons individually or as a small group. The major questions to be asked are: What do they think the strengths of the counseling service are within their setting? What do they think the limitations of the counseling service are within their setting? If you are a member of the career guidance staff, you would consider these questions from a personal standpoint.

Once you have completed the survey, develop a summary statement regarding the strengths and limitations of the individualized counseling service in your agency.

INDIVIDUAL FEEDBACK

Review your summary statement with the career guidance personnel in your setting.

After you have completed your summary statement, take it to at least one (preferably more) of the persons you surveyed. Ask them to review the statement to determine how well you understood the comments provided you.

GROUP ACTIVITY

Debate the value of career counseling.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Start Activity 1. Explain to participants that they will be debating the value of career counseling as a function of the career guidance program. 2. Have participants read Competency 3 on page 12, or present the information in lecture form. 3. Divide the group into two smaller groups and indicate that one group will defend counseling as a part of the career guidance program and the other group will oppose it. B. The Big Debate 1. Allow each 15-20 minutes to develop its argument. 2. Indicate that they should elect a captain or spokesperson to present their argument and that the remainder of the group can react during the rebuttal time.	

Facilitator's Outline	Notes
3. Give each group 5-10 minutes to present its side. 4. Allow rebuttal time. 5. Summarize the activity and points that were brought out.	

Learning Experience 4

Professionally Accepted Counseling Practices

OVERVIEW

COMPETENCY	Counsel clients using at appropriate times professionally accepted processes such as establishing rapport, building trust, setting goals, listening actively, and maintaining objectivity.
READING	Read Competency 4 on page 14.
INDIVIDUAL LEARNING OBJECTIVE	Use appropriate exploratory responses.
INDIVIDUAL ACTIVITY	Respond to client statements with appropriate exploratory responses.
INDIVIDUAL FEEDBACK	Compare your answers against the provided model responses.
GROUP LEARNING OBJECTIVE	Use appropriate facilitative client change.
GROUP ACTIVITY	Experience techniques designed to facilitate client change in a role play situation.

INDIVIDUAL ACTIVITY

Respond to client statements with appropriate exploratory responses.

First, read the information in the reading under Competency 4 on page 14. Then read the statement which follows and indicate appropriate responses.

Client - "I think about changing my job a lot. I have a number of friends at work who are leaving. They think I am crazy for staying in this factory, but I sort of like it there."

Helper (Reflection) - _____

_____

_____

Helper (Selective reflection and selective restatement) - _____

_____

_____

Helper (Probing) - _____

_____

_____

INDIVIDUAL FEEDBACK

Compare your answers against the provided model responses.

The following are sample responses. Your responses do not need to match exactly, but they should be similar.

Responses

Reflection: You seem confused on what to do.

Reflection is just mirroring back to the client the feeling being expressed.

Selective reflection and selective restatement: You are upset with the fact that your friends are leaving you.

Selective reflection is a technique designed to get the client to think about a specific feeling.

Probing: Why does your friends' leaving bother you?

Probing involves asking a series of questions.

GROUP ACTIVITY

Experience techniques designed to facilitate client change in a role play situation.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Establish Activity 1. Indicate that participants will be reviewing some techniques that are designed to bring about behavioral change on the part of the client, and then they will be practicing some of these techniques in a role play situation. 2. Have participants review Competency 4 on page 14, or present the information in a lecture format.	

Facilitator's Outline	Notes
B. Role Play	
1. Divide the group into small groups of three each.	
2. Indicate that the group members will rotate the three parts--client, helper, and observer.	
3. Distribute one of the following to each member of the small groups for Situation 1: • Client role card • Helper role card • Observer card	Transfer information on role play situation handout to index cards.
4. Allow 10-15 minutes for this role play to occur and for observations to be given.	
5. Have group members change roles and conduct Situation 2 in the same manner as the first one.	
6. Have group members change roles again and conduct Situation 3 in the same manner as the first two.	
C. Summarize Activity	
1. Bring the groups together and ask for reactions to the activity.	
2. Summarize by saying that the techniques presented were examples of ways helpers can facilitate positive change on the part of the client. However, the helper should be careful when using these techniques so that the client's behavior is not manipulated.	

Handout

Role Play Situations

Situation 1

Client #1 - You are a 40-year-old person who is considering a mid-life career change. You are anxious about making a change.

Helper #1 - Use the technique of reassurance with the client. You are attempting to make the client feel better or to reduce anxiety or concern.

Observer #1 - Observe the helper to determine if reassurance was used. Was the client's anxiety reduced? Or was the client made to feel that the helper was rejecting his/her concern as unimportant.

Situation 2

Client #2 - You are a college sophomore deciding upon a major course of study. You are reporting to the helper (your advisor) what you have done in relation to this decision, such as looking at various courses of interest, talking with people in the program, and talking with professors in the program.

Helper #2 - Use the approval, reinforcement technique with the client to indicate that you approve of the action being taken.

Observer #2 - Check to see whether or not the helper is actually reinforcing the behavior of the client.

Situation 3

Client #3 - You are an unemployed skilled worker and are confused on how to approach an employment interview with a female employer.

Helper #3 - Use the illustration technique with this client. Suggest a possible course of action by indicating what you (or a third person) have done in similar situations.

Observer #3 - Was the illustration presented in such a way so that the client did not feel forced to follow the same approach. Or was the client able to accept and reject ideas as they met specific needs.

NOTES

Learning Experience 5

Referring Clients to Others

OVERVIEW

COMPETENCY	Refer clients to other persons or services as needed based upon recognized personal and professional limitations as a counselor.
READING	Read Competency 5 on page 28.
INDIVIDUAL LEARNING OBJECTIVE	Identify possible referral agencies.
INDIVIDUAL ACTIVITY	Generate a list of possible referral agencies.
INDIVIDUAL FEEDBACK	Check your referral list against the suggested guidelines.
GROUP LEARNING OBJECTIVE	Contact and meet with potential referral personnel.
GROUP ACTIVITY	Study referral agencies in the community.

INDIVIDUAL ACTIVITY

Generate a list of possible referral agencies.

Prior to the start of this activity, read Competency 5 on page 28. Since it is difficult to refer clients without knowledge of referral agencies, you will develop an initial list of places and people in your setting and community that can be helpful in the counseling process. When completing this activity, look at any resource listings that are already developed by your agency. Also, look at local directories, including the telephone book.

INDIVIDUAL FEEDBACK

Check your referral list against the suggested guidelines.

Check your list to determine if you have identified resources in the following areas:

1. Other function areas in your setting
2. Public service agencies in your community
3. Private service agencies in your community
4. Area educational institutions
5. Private practicing counselors, psychologists, etc.

GROUP ACTIVITY

Study referral agencies in the community.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Set up Activity 1. Indicate to participants that they will be studying potential referral agencies available to them. 2. Have participants read the information on referrals referenced in Competency 5 on page 28, or present the information in lecture forms. B. Why Refer 1. Ask participants why they would refer clients to others. 2. Be sure that the group mentions at least the following reasons:	

Facilitator's Outline	Notes
• Personal inadequacy to help with client need • Personality conflicts with client(s) • Client may need future resources when finished working in the counseling situation C. Resource List 1. Ask participants to develop a list of referrals available in their settings and community. 2. Combine participant lists to form a group list or potential referrals to be studied further. Encourage sharing and small group discussion to come up with the combined list. D. Using Resources 1. Request participants to volunteer to visit and study a potential referral outside the group time. Make assignments on a voluntary basis unless it is impossible to accomplish this assignment without requiring people to cover some of the resources on the list. 2. Discuss visiting potential referral sites and how to make the initial contacts. All questions and concerns will be allowed during group discussion. Have participants call appropriate contact people. 3. Allow four hours outside the group session for the participants to complete the visits. Be available for assistance and supportive work during this period of time. E. Follow-up 1. After the visit discuss the places visited. Have participants report and discuss findings.	

Learning Experience 6

Evaluation

OVERVIEW

COMPETENCY	Evaluate own performance and the performance of the client or the group in terms of both the counseling process and the outcomes of the session, and make recommendations for changes.
READING	Read Competency 6 on page 31.
INDIVIDUAL LEARNING OBJECTIVE	List counseling behaviors that should be evaluated.
INDIVIDUAL ACTIVITY	Develop a list of counseling behaviors that could be evaluated.
INDIVIDUAL FEEDBACK	Review your list of behaviors with a colleague.
GROUP LEARNING OBJECTIVE	Evaluate a counseling session.
GROUP ACTIVITY	Evaluate a role play counseling situation.

INDIVIDUAL ACTIVITY

Develop a list of counseling behaviors that could be evaluated.

Read Competency 6 on page 31. Now make a list of counseling behaviors which you think should be evaluated. Remember that evaluation is a means of determining how effective the counseling situation has been. Once you have decided upon the behaviors that should be evaluated, determine which of your behaviors you would like others to evaluate.

INDIVIDUAL FEEDBACK

Review your list of behaviors with a colleague.

Have a colleague look at your list of behaviors and discuss whether the appropriate behaviors are listed. Also, you may want to discuss ways of evaluating the listed behaviors.

GROUP ACTIVITY

Evaluate a role play counseling situation.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Establish Activity 1. Indicate to participants that two of them will role play a counseling situation which will be taped and evaluated by the remainder of the group. 2. Have participants review the reading for Competency 6 on page 31, or present the information in lecture form. B. Role Play 1. Ask two volunteers to play a ten minute career counseling situation. Indicate that since this is a role play the participants can play characters and not themselves. 2. Tape the session with audio equipment and video equipment if available.	

NOTES

EVALUATION

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) _____ 3 Date _____

2 Position Title _____ 4 Module Number _____

Agency Setting (Circle the appropriate number)

6 Elementary School
7 Secondary School
8 Postsecondary School
9 College/University
10 JTPA
11 Veterans
12 Church
13 Corrections
14 Youth Services
15 Business/Industry Management
16 Business/Industry Labor
17 Parent Group
18 Municipal Office
19 Service Organization
20 State Government
21 Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1 Relating your personal values to counseling theory.	0	1	2	3	4	0	1	2	3	4
2 Verbalizing how your personal values relate to counseling theories.	0	1	2	3	4	0	1	2	3	4
3 Making a list of the types of behavior that block group progress and behaviors that facilitate a group to move forward.	0	1	2	3	4	0	1	2	3	4
4 Identifying the various roles that members play within a group.	0	1	2	3	4	0	1	2	3	4
5 Describing strengths and limitations of the session.	0	1	2	3	4	0	1	2	3	4
6 Conducting a counseling session and determining the values and limitations of the session.	0	1	2	3	4	0	1	2	3	4
7 Identifying problems that can be addressed in a group counseling situation.	0	1	2	3	4	0	1	2	3	4
8 Setting goals for a group counseling situation and identifying ways of providing direction to the group.	0	1	2	3	4	0	1	2	3	4
9 Identifying available resources to aid you in the counseling process.	0	1	2	3	4	0	1	2	3	4
10 Contacting and meeting with resource persons.	0	1	2	3	4	0	1	2	3	4
11 Generating a list of counseling behaviors that should be evaluated.	0	1	2	3	4	0	1	2	3	4

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
12 Evaluating a counseling session.	0	1	2	3	4	0	1	2	3	4

Overall Assessment on Topic of Counseling

Comments:

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 6					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
6 = score (1-4)	_____	6 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work.

Module Title: *Counsel Individuals and Groups*

Module Number: CG C-1

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Present counseling theory to at least one other individual.	1. Observation indicates that at least 80 percent of the participants are able to verbalize their theory to others.
Group Activity Number 2: Explore group dynamics through role play situation.	1. The observation sheet and discussion indicate that at least 75 percent of the participants were able to accurately portray their assigned roles.
Group Activity Number 3: Debate the value of career counseling.	1. Each side of the debate had at least three valid arguments.
Group Activity Number 4: Experience techniques designed to facilitate client change.	1. The observation sheets indicate that at least 60 percent of the participants were able to give the appropriate response in the role play.
Group Activity Number 5: Study referral agencies in the community.	1. At least 50 percent of the participants were able to meet with a potential referral agency.
Group Activity Number 6: Evaluate a role play counseling situation.	1. At least 50 percent of the participants were able to appropriately evaluate the counseling session.

NOTES

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Diedrich, Richard C. and Dye, H. Allan. *Group Procedures: Purposes, Processes, and Outcomes, Selected Readings for the Counselor*. Atlanta, GA: Houghton Mifflin, 1972.

Hartz, John D.; and Kosmo, Susan J. *Career Counseling in the Rural School*. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1977.

Jones, John E., and Pfieffer, J. William. *The 1972-1979 Annual Handbooks for Group Facilitators*. La Jolla, CA: University Associates.

Patterson, C.H. *Counseling and Guidance in Schools*. New York: Harper and Row, 1962.

Tolbert, E.L. *Counseling for Career Development*. Atlanta, GA: Houghton Mifflin, 1974.

ADDITIONAL RESOURCES

Materials listed can provide you with additional knowledge in career counseling.

Career Counseling in the Rural School. John D. Hartz and Susan J. Kosmo. The National Center for Research in Vocational Education, Columbus, OH. 1977.

This is an excellent resource for all guidance personnel. It presents a comprehensive analysis of the interdependent factors that contribute to individual development. Specific and readable chapters cover each of these factors: Individual Inventory Service; Counseling Interview Service; The Information Service; The Coordination and Referral Service; and Evaluation and Follow-Up Service.

Counseling for Career Development. E. L. Tolbert. Houghton Mifflin Company, Boston, MA. 1974.

This book is designed for the one-quarter or one-semester course in preparation programs for secondary school counselors. It deals with the social, economic, and psychological foundations for career guidance, and describes local and national information systems and a variety of counseling approaches, from one-to-one career counseling to total school programs of career development and guidance. It presents a rationale and strategy for decision-making counseling and describes the counselor role as consultant, change agent, and curriculum innovator. It also deals with the use of support personnel to increase the scope of services, with the pro's and con's of job placement by the school, and with evaluation for accountability.

Group Procedures: Purposes, Processes, and Outcomes/Selected Readings for the Counselor. Richard C. Diedrich and H. Allan Dye, eds. Houghton Mifflin Company, Boston, MA. 1972.

Learning about oneself through a group experience is the focus of this book of readings. The resource provides a cross section of professional thinking as to what is happening in the field of group counseling. Readings in the book provide a basic source for the counselor to develop a true understanding of the counselor's role in the group processes. It is ideal for the person who is beginning to work as a group facilitator in the career guidance process. Its 40 readings focus on the following major points involving group work: purposes, processes, applications, outcomes, and ethical issues.

Inservice Training Program for Counselors in Employment Security Agencies. E. Wayne Wright and Lester M. Snyder, Jr., Region VIII, Employment and Training Administration, U.S. Department of Labor, Denver, CO. 1976.

This is a comprehensive but flexible program designed for entry level staff and for intermediate and advanced-level counselors to ensure minimum competencies and effective job performance of counseling personnel in meeting the varying needs of client populations and program objectives in different agencies and states. It can be used by counseling supervisors and training officers with large or small groups. It can also be covered on an individual basis as a basic course for new counselors or as refresher training for experienced counselors. The program is long and time-consuming. Six units contain extensive material (introduction, objectives, activities, assessment of learning, and appendix for each subject covered within each unit). Units are: Unit I: General Orientation to the Employment and Training Administration and Employment Security Goals and Functions; Unit II: General Skills Training for Agency Personnel; Unit III: Specialized Skills for Professional Counseling; Unit IV: Evaluation and Accountability; Unit V: Ethical Standards and Considerations for Counselors and Psychologists; and Unit VI: Legal Issues and Considerations for Counselors and Psychologists.

Job-Link (A Career Development Manual for Counselors). Susan Correll and Jim Henry. Developed by the Southwestern Illinois Career Center in Flora, IL. This project was supported by the Illinois Governor's Office of Manpower and Human Development.

This project was implemented to develop a model program for counselors to reduce or alleviate barriers to employment for disadvantaged youth. It is designed in a simple format so that counselors will easily be able to use the exercises in the manual. This resource will provide you with a framework to build your own program of career guidance activities. The book contains ideas, forms, methods, and information on where and how to get resources that you can use in different situations depending upon the needs of the client. It is designed to help you as a counselor to develop your own program planning, self-awareness activities, and other supplemental activities. It includes a bibliography and helpful notes.

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

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Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
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American Society for Training and Development

Dr. Walter Davis
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House Education and Labor Committee

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Congressman/Ohio
U.S. Congress

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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING

A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING

B-1 Influence Legislation
B-2 Write Proposals
B-3 Improve Public Relations and Community Involvement
B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING

C-1 Counsel Individuals and Groups
C-2 Tutor Clients
C-3 Conduct Computerized Guidance
C-4 Infuse Curriculum-Based Guidance
C-5 Coordinate Career Resource Centers
C-6 Promote Home-Based Guidance
C-7 Develop a Work Experience Program
C-8 Provide for Employability Skill Development
C-9 Provide for the Basic Skills
C-10 Conduct Placement and Referral Activities
C-11 Facilitate Follow-through and Follow-up
C-12 Create and Use an Individual Career Development Plan
C-13 Provide Career Guidance to Girls and Women
C-14 Enhance Understanding of Individuals with Disabilities
C-15 Help Ethnic Minorities with Career Guidance
C-16 Meet Initial Guidance Needs of Older Adults
C-17 Promote Equity and Client Advocacy
C-18 Assist Clients with Equity Rights and Responsibilities
C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING

D-1 Ensure Program Operations
D-2 Aid Professional Growth

CATEGORY E: EVALUATING

E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation Based Decisions

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